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ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the sixth grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the sixth grade curriculum. (MCF)

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Sixth Grade Activities Guide

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia

1981

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1981

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Developed by:

Career Development Projects
Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia

Project Director - Earl J. Moore

and

University of Georgia Center for Continuing Education
Office of Adult Counseling

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INTRODUCTION

The Sixth Grade Activities Guide is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See a Comprehensive Guidance Curriculum Manual for Elementary/Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision-making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

Self-Understanding
Goal B
P.I. 1,2,3
Grade 6

Accepting Differences

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will compare their characteristics and abilities with others' and will accept the differences.
Performance Indicator(s): Students will be able to: 1) compare and contrast their characteristics and abilities with others' 2) explain how differences in characteristics and abilities contribute to easier and more interesting lives 3) demonstrate the ability to accept others' different characteristics and abilities

Activity Objective
Students will give three examples of how differences in characteristics and abilities are important and give examples of times when they have shown an acceptance of these differences.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: social studies
Materials/Resources: chalkboard, chalk
Educator's Preparation: be familiar with entire activity

Directions:

Explain to students the concepts of differences in characteristics and abilities (looks, academic, athletic, etc.) Ask the students to brainstorm as many possible differences as they can.

After the class has listed as many as possible in five minutes, discuss why it is important to have so many differences. Discuss how these differences make life easier and more interesting for them (e.g., a good basketball player makes the game exciting to watch). This discussion should include ways that the students can show their acceptance of differences (e.g., remembering to thank the cooks for serving lunch).

Follow this discussion by allowing students to create their own role-play situations.

Evaluation: Students should be able to:
- compare their characteristics and abilities with others' basing their comparisons upon three personal characteristics and abilities and those belonging to two other persons
- site three examples of how others' characteristics and abilities allow them to benefit from things they cannot or do not understand how to do and saves them time because they do not have to do everything themselves
- describe one situation where they have demonstrated acceptance outside the school setting
- demonstrate that acceptance while in the school setting

(See Evaluation Form for "Accepting Differences.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Accepting Differences

Self-Understanding Goal B Grade 6

Students are able to:

1. compare their characteristics and abilities with others' basing their comparisons upon three personal characteristics and abilities and those belonging to two other persons
2. site three examples of how others' characteristics and abilities allow them to benefit from things they cannot or do not understand how to do and saves them time because they do not have to do everything themselves
3. describe one situation where they have demonstrated acceptance outside the school setting
4. demonstrate that acceptance while in the school setting

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. compare	2. benefits	3. situation	4. demonstrate
1				
2				
3				
4				
5				
6				
7				
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12				
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20				

ACTIVITY IDEAS

Grade: Sixth
Content Area: Self-Understanding

Have students form triads and make a list of things people worry about. A spokesperson from each group will read the list their group developed. Have students explain in their own words how a person feels when they are worried. Equate stress with feeling worried. Have students take their worry or stressor lists and decide which stressors they can control or change, maybe can control or change, or cannot control or change. As a class discuss stressors that cannot be controlled or changed and identify ways to "cope" with stressful situations. Some techniques suggested may include:

- deep breathing
- relaxation techniques
- physical exercise
- self-talking
- alternating stressful activities with those they enjoy doing
- fantasizing a relaxed or ideal situation

After discussing coping skills for dealing with stress triads could design posters, advertisements, collages, songs, etc., teaching people how to deal effectively with stress.

***

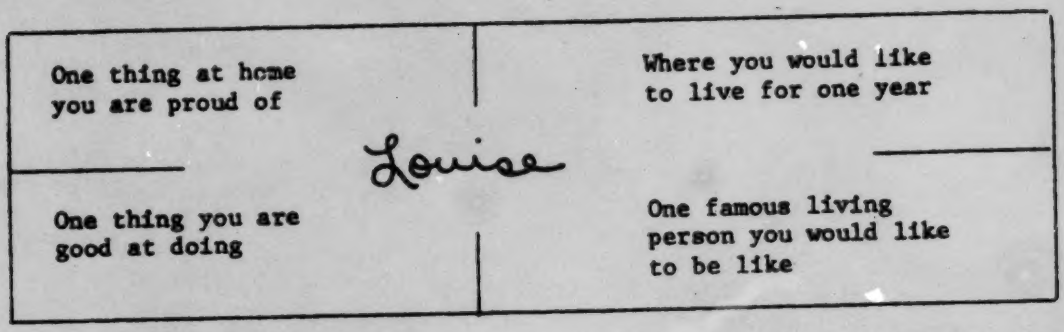
This can be used as a get-acquainted or getting-to-know-you activity. Have students write out some biographical information that describes some of their characteristics and abilities but does not make it too obvious who they are. When finished, collect the information, read it, and have the class attempt to guess who is being described. Be sure to include your own descriptions.

***

Have the students individually list several things about themselves that they would like to change. Then they will cut their lists apart into separate items. Assign the students to small groups, where they will put all their items into each group's "hat." They will take turns drawing items and suggesting one behavior which will cause a (desired) change to occur.

> This activity calls for a high level of trust and good feelings in the small groups. Assign the students to the groups with this fact in mind.

Give to each student a name tag (a 3 x 5 card). Have them complete it as follows:


One thing at home you are proud of
Where you would like to live for one year
Louise
One thing you are good at doing
One famous living person you would like to be like

Divide them into small groups. Have them take turns explaining the words on their tags.

***

Ask students to think about a time when they or someone they know could not control their emotions. Discuss the situation and what resulted. Then have students role play the following situations two ways: First role play the situation with the person(s) involved losing control of their emotions, and then role play it with the person(s) not losing control.

1. A student gets their report card and it says F in a subject which they thought they were passing. The student meets the teacher after school.
2. A student in gym has just called another student a dirty name in front of their friends.
3. The teacher leaves the room during a math test and the person sitting beside you is the smartest in the class.
4. You are trying to lose weight and a friend offers to buy you a candy bar.
5. You have just finished a project for a class when your baby brother/sister destroys it.
6. You are hungry and are walking past the pizza shop. Your allowance is in your pocket. You are supposed to be saving your money for a new bicycle you want very much.

***

The following supplementary activity sheets might be helpful while teaching the concepts under Goal A.

Some things that **upset** me at **School** are

faces

name-calling

staring

Secrets

Some things I have done at **School** that **Upset** others

making noise

gossiping

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

INTERPERSONAL RELATIONS

Interpersonal Relations
Goal C
P.I. 1
Grade 6

Teamwork

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will recognize the results of cooperativeness and the results of competitiveness.
Performance Indicator(s): Students are able to: 1) describe some results of cooperativeness.

Activity Objective

Students will recognize how school workers cooperate and discuss what cooperation is, helpful effects, and harmful effects.

Activity

Total Time: a week of class sessions
Suggested Subject Matter Area: social studies
Materials/Resources: drawing paper, crayons, sack, slips of paper, resource page
Educator's Preparation: Distribute the resource page to co-workers. Based on the responses you receive on the "detach and return" portion of your form, set up a schedule of school workers to speak to your class. Prepare a "School Worker Team" sack (as detailed in directions below).
Directions:

Introduce the concept of teamwork by directing the students in a relay of some kind. Talk about teamwork with the students:
- Why do we have teams?
- Does everyone on a team do the same thing?
- Is this always true? In football, certain players block the ball, certain players throw the ball.

That is the way it is at school, too. The cook knows how to make big batches of recipes. The custodian knows how to run the furnace, and the principal knows how to get the money to run the school. During the week, different school workers will be talking to us about their teamwork.

Label a paper sack "School Worker Team." Cut slips of paper to put into the sack. On each slip of paper write the name of a school worker. Omit those not found in your school. Add those not found on this list.

- cook
- counselor
- secretary
- classroom teacher
- bus driver
- music teacher
- learning disabilities teacher
- nurse
- custodian
- library aide
- superintendent
- school patrol person
- art teacher
- social worker
- lunchroom aide
- student
- principal
- librarian
- remedial reading teacher
- physcial education teacher
- speech teacher
- playground aide

Arrange for each of your school's workers to step into your classroom for a few minutes and tell the students about their work. This can be done at various times during the course of several days. Try to space the presentations to keep the students' interest, and to accommodate the workers' schedules.

After the worker has finished a brief description of his or her work, have this person draw a slip from the "School Worker Team" sack. This person then (1) reads aloud the worker written on the slip of paper and (2) tells how his or her own work, schedule, etc., relates to that worker's.

Process the activity on the last day by having the students draw pictures of a two-member school worker team, showing how their work relates. Discuss what cooperation means and talk about how cooperation is helpful (e.g., get work done faster, fun to work together, etc.) and how it might be harmful (e.g., paying too much attention to helping others and not getting your own work done, not allowing others to learn by experience, etc.).

Have them post their completed illustrations. Caption the picture display "The School Worker Team."

Evaluation: Students should be able to:

- define cooperativeness as working together toward a common goal
- describe two positive results of cooperativeness and one negative result of cooperativeness

(See Evaluation Form "Teamwork.")

Suggested for use with
Teamwork

Date _____

Dear Fellow Worker,

Our classroom is doing a unit about how workers cooperate. We would appreciate your help by giving us a few minutes of your time to tell us what you do and how you cooperate with others. This unit is scheduled for the week of _____. Please indicate below the times you have available if you will be able to participate. Detach and return to me by _____.

Thank you.

Sincerely,

_____

To: _____
From: _____

I will be available to speak to your class:

First choice date and time: _____ _____

Second choice date and time: _____ _____

Interpersonal Relations
Goal C
P.I. 2
Grade 6

Effects of Competition

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will recognize the results of cooperativeness and the results of competiveness.
Performance Indicator(s): Students will be able to: 2) describe the results of competiveness.

Activity Objective

Students will discuss some of the possible results of competiveness.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: language arts, social studies
Materials/Resources: drawing paper, crayons, pencils, masking tape
Educator's Preparation: Be familiar with entire activity.

Directions:

As an experiment in competition, set up an art contest. Let the students know that this is being done as part of an experiment. (It is never appropriate in the classroom to have learners compete against one another. But this contest has been suggested to facilitate the learners' exploration of the effects of competition.)

Arrange for judges from another classroom. Remind them to be as fair as possible. The winners will be decided by secret ballot.

"Now we are going back to the art contest idea. Only we are not going to have a competition with winners and losers. We will call it a festival or a display. And we'll ask you to tape your pictures anywhere in this room where there is a corner that needs brightening. If you wish, you may share your pictures with the rest of us. (Distribute their pictures.) You may want to put your names or initials on the pictures so we can think of you when your pictures brighten our days."

Encourage students to use free time to color more pictures for decorating the room. Set out a stack of drawing paper and a roll of tape for them to use during their Decision Time (spare time).

Explain and give examples of categories such as:
- portraits
- objects
- designs
- landscapes
- animals

Let the learners choose one category. Tell them that there can be only one winner in each category.

Assign each student an identifying number. This number, rather than the child's name, goes on their paper. Remind them that this is an experiment and that the purpose will be explained when it is finished.

Allow enough time so the learners can feel satisfied with their work.

When the judging is finished, announce the winner in each category. Do not show the winning picture.

In the next class period remind learners that there could only be one winner in each category. So the winner won at the expense of the other participants.

Ask them to sit quietly and think about their feelings when they did not win and think about when they did win. Tell the winners to think about another time when they did not win and when they did. Explain that usually the winner feels pretty good. And the loser might feel okay, too. However, it is common to have some of these feelings.

"Close your eyes, back up in time, and in your mind make a movie of the art contest. Remember the picture you drew. Recall the work and time that you put into it. Now I am about to announce the winners. What are your feelings? Now I have announced the winners. What are your feelings? Open your eyes. Can you find them listed on this sheet? If so, put an X in the box that describes them. If not, use one or both of the empty boxes to describe your feelings."

"Some people lose more often than they win. Their feelings of failure build up. Pretty soon they will not try because they do not want to lose. But they still need attention. So we see them hurting people and damaging property. This is as harmful to themselves as it is to others."

Evaluation: Students should be able to:
- describe competitiveness as contending with others for profit, prize, or position
- describe two positive results of competitiveness

(See Evaluation Form for "Effects of Competition.")

Interpersonal Relations
Goal C
P.I. 3
Grade 6

You Are Needed

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will recognize the results of cooperativeness and the results of competitiveness.
Performance Indicator(s): Students will 3) provide examples of their cooperativeness and describe the results that occurred.

Activity Objective

Students will discuss their cooperativeness and competitiveness and the results of those.

Activity

Total Time: 30 minutes for introduction
Suggested Subject Matter Area: language arts
Materials/Resources: a length of butcher or brown paper large enough for wall chart
Educator's Preparation: Be familiar with entire activity; prepare wall chart.

Directions:

Post the fill-in chart in a spot where it can remain undisturbed (see Resource Pages).

Call attention to the chart. Ask learners to complete it in their spare time. Tell them that everyone's contribution will help finish the project. Let them initial their contributions. They will find these words in the dictionaries. Tell them to get the correct spellings of the words they bring as well as pronunciations. Point out the pronunciations for the list of number words. Allow for differences in the pronunciation symbols in various dictionaries.

Remind them that everyone's help is needed. Tell them also that the teacher is not going to remind them to contribute: the goal is to complete the chart as soon as possible. Emphasize the fact that every single contribution will help. It will be fun to see how soon and how well the chart is finished.

When the chart is completed, discuss the following:
--Who made the contributions?
--What are the rewards of the contribution to a group? money? respect? satisfaction? new information?

Tell the students to think of a contribution as a way of helping or cooperating. Tell the students that they have seen how they contribute in their work at school. Now ask them to divide paper into three parts. In one part they will write contributions they make as workers at school. In another part they will list contributions they make at home as family members. In the remaining part they will list contributions they make at play or leisure as leisure participants. Remember, "contribution" means "way of helping" or cooperation.

Process this activity by letting each student read aloud his or her three unique contributions. Discuss how they competed in the activity. Did they try to get the most done? How did they feel when someone did more? Discuss how competition can make them feel. Discuss how they cooperate and how they compete. Share with each other the results that occurred in those situations.

Evaluation: Students should be able to:
- provide two example situations of their cooperativeness and the results of that cooperativeness
- provide two example situations of their competitiveness and the results of that competitiveness

(See Evaluation Form "You Are Needed.")

NUMBER WORDS		COLOR WORDS		SCHOOL WORDS		HOME WORDS	
How it looks	How it sounds	How it looks	How it sounds	How it looks	How it sounds	How it looks	How it sounds
one		red		school		home	
two		yellow		desk		father	
three		blue		book		mother	
four		green		pencil		brother	
five		brown		teacher		sister	
six		purple		student		bed	
seven		orange		action		toys	
eight		gold		lunch		help	
nine		silver		exit		clothing	
ten		black		fun		love	

KEYS

Color Words

red rĕd

yellow yĕl′ō

blue blo͞o

green grēn

brown broun

purple pûr′ pəl

orange ôr′ ĭnj , ŏr′ ĭnj

gold gōld

silver sĭl′ vər

black blăk

School Words

school	skōōl
desk	dĕsk
book	bo͝ok
pencil	pĕn′ səl
teacher	tē′ chər
student	stōō′ dənt
action	ăk′ shən
lunch	lŭnch
exit	ĕg′ zĭt , ĕk′ sĭt
fun	fŭn

Home Words

home	hōm
father	fä′ thər
mother	mŭth′ ər
brother	brŭth′ ər
sister	sĭs′ tər
bed	bĕd
toys	toiz
help	hĕlp
clothing	klō′ thing
love	lŭv

Number Words

one	wŭn
two	to͞o
three	thrē
four	fôr, fōr
five	fīv
six	sĭks
seven	sĕv′ ən
eight	āt
nine	nīn
ten	tĕn

Teacher_____ Date(s)_____

ACTIVITY EVALUATION FORM

Teamwork**Effects of Competition**You Are Needed

Interpersonal Relations Goal C Grade 6

Students are able to:

1. define cooperativeness
2. describe two positive results of cooperativeness and one negative result of cooperativeness
3. describe competitiveness as contending with others for profit, prize, or position
4. describe two positive results of competitiveness
5. provide two example situations of their cooperativeness and the results of that cooperativeness
6. provide two example situations of their competitiveness and the results of that competitiveness

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. cooperativeness	2. results	3. competitiveness	4. results	5. situations	6. situations
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
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ACTIVITY IDEAS

Grade: Sixth
Content Area: Interpersonal Relations

Divide the class into small groups. Have each group member name three things that others do which help him or her to feel accepted.

***

Have students think of a time when they wanted to talk and someone kept butting in, would not stay on the subject or wanted the focus to be on himself or herself. Have students work in pairs to list some rules of good social conversation. Have each pair read its list to the rest of the class.

You can give a bit more structure to this task by asking that the lists consist of do's and do not's.

***

Have each student draw and title a cartoon of something done (by other people) which bothers him or her. Place the cartoons on a bulletin board captioned, What Bugs You? Let each student explain his or her cartoon by completing the sentence, "When you _____, I feel _____." He or she fills in the blanks, naming (1) the action depicted in the cartoon and (2) the feeling it evokes. Explain that this formula can help them to explain their feelings. Write it on the board: When you _____, I feel _____.

***

Have the students write a few paragraphs describing the occupation of one parent. Have them describe how the job affects the rest of the family. Have them think about:
--money
--time at or away from home
--time for the rest of the family
--time for leisure
--insurance

***

Have the students work in pairs. They will list ways that they might improve communication with their parents at home. This is important because they are older now.

***

Ask students to pretend that a visitor from another planet has selected their family to live with for a year. Discuss how their lives might be affected. Ask students to pretend that a member of their family must live on the visitor's planet. What changes would occur in their homes?

***

Help the students understand the need for getting along in play. Have them work in small groups to list things that happen when rules are broken. They may think of fouls and penalties in organized games. Encourage them to think of feelings of fellow players in situations where there is no one officiating.

Then have each student list a game and the rules for it. They can share these in small groups. The listeners may offer additions and corrections.

***

Assign students a task telling them that the individual who completes the task the best will receive a particular reward. Then assign a similar or the same task with the entire group brainstorming for solutions and everyone in the class being rewarded. Discuss the differences.

Some possible brainstorming tasks might include:

1. List as many things that you can think of to make this school a better place.
2. Your three-ton moving van filled with one million (balloons, pipecleaners, feathers, pecans, etc.) slides off the road and gets stuck in a ditch. List all the ways you can think of to use your cargo to get your truck out of the ditch.
3. Think of some new subjects that can be offered at school next year.
4. List all the excuses you can think of for <u>not</u> (doing homework, cleaning your room, taking out the garbage, cleaning the garage, going to school, etc.).

***

Have the students write stories about adults whom they most admire. Be sure they tell why. They may also want to include photography or sketches.

***

Divide the class into small groups. Have each group prepare to role play before the rest of the class ways that adults and students interact with each other. Groups may want to bring props or costumes

from home. Each group should roleplay three different situations: one in a home setting, one in a school setting, and one in another setting of their choice.

After the groups have finished their presentations, discuss together how peers and adults can effectively interact.

***

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

EXPRESSING IDEAS

Expressing Ideas
Goal A
P.I. 1, 2, 3
Grade 6

Communication Procedures

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: Students will describe various methods of expressing opinions and beliefs.
Performance Indicator(s): Students will be able to: 1) describe ways to verbally express opinions and beliefs 2) describe ways to nonverbally express opinions and beliefs 3) describe ways to express opinions and beliefs in written form.

Activity Objective

Students will describe ways to express opinions and beliefs verbally, non-verbally, and in written form.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: language
Materials/Resources: paper, pencil for each student
Educator's Preparation: Be familiar with entire activity.

Directions:

Develop role playing scene of confrontation between store operator and:
- Customer
- Employees
- Supply Personnel
- Public Authorities

After students have had a chance to role play two of the situations while others observe, discuss with the class the different ways of communication that they observed. In their discussion, they should mention verbal communication and non-verbal communication. Explain that verbal communication can be in two forms: closed-ended statements and open-ended statements. Point out the value of open-ended statements (allowing others to express themselves also). Have the students list ways to non-verbally communicate also.

After this discussion, role play the last two situations, having observers concentrate on verbal and non-verbal communication. Have the students share their observations after the role play.

Explain that there is also another method of communication. This is the written form. Have the students list various methods of written expression (letters, poetry or prose, books, newspapers, magazines, and class projects or term papers). Ask the students to use a form of written communication explaining something they feel strongly about.

Evaluation: Students should be able to:

- recognize that opinions and beliefs can be expressed in close-ended or open-ended statements
- describe two situations when people can verbally express opinions and beliefs
- describe two ways to nonverbally express opinions and beliefs
- describe two ways to express opinions and beliefs in written form

(See Evaluation Form for "Communication Procedures.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Communication Procedures

Expressing Ideas Goal A Grade 6

Students are able to:

1. recognize that opinions and beliefs can be expressed in close-ended or open-ended statements
2. describe two situations when people can verbally express opinions and beliefs
3. describe two ways to nonverbally express opinions and beliefs
4. describe two ways to express opinions and beliefs in written form

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. closed or open	2. verbally	3. nonverbally	4. written
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
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ACTIVITY IDEAS

Grade: Sixth
Content Area: Expressing Ideas

Arrange ten chairs in a circle. Explain that you will ask a question to which anyone can respond. The responses will be shared by students who come and sit in the circle. Explain three general rules for good discussions:
--You must listen and be polite.
--You must not criticize anyone for anything said.
--You do not have to enter the circle; but once there, stay until the discussion is finished.

The question is: "What is one of your favorite places?" Let no one speak a second time until all have spoken once. Repeat for others in the class. Do this many times during the year with questions such as, "What is something you are wearing that makes you proud of yourself?" or "What are some causes of sibling rivalry?"

***

Ask students if they have ever seen writing on sidewalks, walls, in public places and restrooms. That kind of writing is called graffiti. Explain that most of the time the graffiti we see is written in poor taste and it is unacceptable to give examples here in the classroom. Ask why people do that. Is it because they are angry? Are they trying to communicate with someone? Are they just trying to express themselves? Why do they not sign their names?

Ask the students to write a few paragraphs trying to explain why people write graffiti.

***

Have students dramatize:
--eating a carmel
--eating an apple
--eating a juicy orange
--eating an ice cube
--being an ice cube melting
--being a popcorn machine
--sweeping a street
--being a puppet
--being the biggest thing ever
--being the smallest thing ever
--playing with an invisible ball
--playing with a little child
--playing with a grown up
--playing with a balloon

--playing with a hot potato
--playing with a water balloon
--walking on marshmallows
--walking on nails
--walking on ice cubes
--walking on a sticky floor
--walking on sugar
--walking on light bulbs
--walking on eggs

Discuss how body language communicates our feelings to others. Then ask students to dramatize how they act when expressing an opinion to a friend, then how they look when expressing a belief.

***

Begin this lesson by talking about or role playing situations that require us to be assertive, such as meeting new people, expressing annoyance with someone, discussing issues with friends, refusing to do something someone else wants you to do that might cause hurt or harm to someone, giving and receiving compliments, telling someone you like them, etc. Share with students how you feel when you know you have to be assertive and have them share their feelings. Discuss how relaxation techniques can be used to help maintain assertive behavior or to help cope with unpleasant situations. Some examples of relaxation techniques are:

--deep breathing
--deep muscle progressive relaxation (Progressively tighten and relax all parts of the body beginning with the feet and legs, going to the head, and then letting all tenseness drain from the body.)
--physical exercise such as jogging, aerobics, etc.
--self-talk (saying to yourself, "stay calm," "you can do it," "it's going to work out")
--guided imagery (imagining a non-stressful or pastoral idyllic situation)

***

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

GATHERING AND PROCESSING INFORMATION

Gathering and Processing Info
Goal C
P.I. 1, 2, 3
Grade 6

Female Stereotypes

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: **Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.**
Performance Indicator(s): Students will be able to: 1) provide examples of groups with common characteristics, 2) evaluate the ways that these groups are stereotyped, and 3) discuss how these stereotypes may have been started.

Activity Objective

Students will discuss some groups that are stereotyped and how these stereotypes got started.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: social studies
Materials/Resources: magazines, newspapers
Educator's Preparation: Collect magazines and newspapers. Be familiar with entire activity.

Directions:

Discuss with the class the word "stereotyping." Be sure the class is aware of what the word means: a belief that a certain group possesses common qualities or characteristics. Tell the class that they are going to discuss the stereotyping of women. Ask the class to brainstorm ways that women could be or are stereotyped. Have them list at least ten ways or categories in which stereotyping occurs. Try to get positive, as well as negative, ways (e.g., helpless, intelligent, housewife, competent).

Have the students come up with at least one more "group" that is stereotyped. They should be able to tell what characteristics these groups have in common and then list ten ways or categories in which stereotyping occurs.

Then they are asked to find newspaper and magazine ads which illustrate these categories. These are pasted on a chart. For example, one concerning stereotyping of women could look like this:

Stereotypes of Women

ORGANIZED	LIBERATED	INEPT	HOUSEWIFE	HELPLESS

They should then do the same for the other group they identified. To be speeded up, the class could be divided into small groups and have half the groups work on one stereotyped group, and the other half work on the other identified stereotyped group.

Following completion of the charts, discuss with the class how they feel these stereotypes might have been started.

You may then want to divide the class into small groups (four or five) and let them make collages of the different groups they discussed.

Evaluation: Students should be able to:
- provide two examples of groups with common characteristics
- evaluate ways the above groups are stereotyped, including prevalence, accuracy, and support of the stereotype
- discuss the possible beginning basis for these stereotypes

(See Evaluation Form for Female Stereotypes.)

Teacher_____ Date(s)_____

ACTIVITY EVALUATION FORM

Female Stereotypes

Gathering and Processing Information Goal C Grade 6

Students are able to:

1. provide two examples of groups with common characteristics
2. evaluate ways the above groups are stereotyped, including prevalence, accuracy, and support of the stereotype
3. discuss the possible beginning basis for these stereotypes

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. examples	2. evaluate	3. beginning
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ACTIVITY IDEAS

Grade: Sixth
Content Area: Gathering and Processing Information

Ask students to list all the things they do outside of school. Then have them code the ones that are freely chosen, FC. They can use RI to code the activities in which they are really interested. Ask them to read aloud those activities which remain uncoded. Ask why they do these (parent requests, jobs at home, ways to earn money and so on). Explain some of the things you must do, too.

Have them each make a list of freely chosen, really interesting activities. Explain that this bit of self-awareness may be helpful in choosing friends, hobbies and courses to take.

***

Ask the students to pretend they can have all weekend to do only what they want to do. Ask them to prepare a schedule for Saturday and Sunday.

Then have them imagine something pressing is scheduled to take place Sunday afternoon from 1 p.m. to 6 p.m. Have the students rework their schedules for the weekend. Tell them they may leave out the least important activities or shorten the others or sleep less or . . . .

Have them sit in small groups and explain how they revised their weekend plans.

***

Write and illustrate stories "I Would Like to Be" without signing their names. After stories have been written, redistribute them and read them aloud. After each story is read, have the group discuss:

a. Why a person might want to be what is suggested in the story
b. What a person might do to achieve this wish
c. How realistic the desires and intentions expressed have been

***

Say to the students: "Imagine you are one of the characters listed below. Rewrite your story, letting readers know your point of view."
--Hen from Jack and the Beanstalk
--Wolf from Three Little Pigs
--Papa Bear from The Three Bears
--Dog from Old Mother Hubbard

When their stories are finished, give them a copy of:

BE YOUR OWN EDITOR

Check yourself

A good author always checks and rereads what he or she has written.

Have you . . .

1. reread what you have written?
2. said what you wanted to say?
3. used complete sentences?
4. constructed good paragraphs?
5. checked your spelling?
6. used capital letters where needed?
7. used punctuation marks correctly?
8. used colorful descriptive words?
9. used words that are most effective in each situation?
10. used conversation wisely?
11. used "and's" carefully?

A Good Story

A good story has:

1. a beginning that makes the reader want to read more
2. one or more characters
3. one or more settings
4. a problem or situation in which the story characters become involved
5. an ending in which the problem is solved.
6. a title that interests the reader.

Have students make additions or corrections. Then have them recopy their stories in final form with pen.

***

Here is an activity which requires copies of old mail-order catalogs. Give students the list of the following:

Minibike
Stereo
Record
Tape
Color TV
Badminton set
Snow skis
Water skis
Ping Pong table
Tennis racquet
Tennis balls
Tape recorder
Suit
Winter coat
Clothing
Ice skates
Hockey stick
Snowmobile

Have them select five items which they would like to own. Have them search the catalogs for the lowest actual cost and produce evidence of it. Discuss how catalogs can be a useful means of information.

***

Here is a problem with a reality-centered approach. Have students measure a football field. Ask them questions such as:
--What is the area?
--How large an area can be covered with one pound of grass seed?
--How many pounds are needed to cover the whole football field?
--How much does one pound of grass seed cost?
--How much would it cost to seed the entire football field?
--What would it cost to seed your back yard?

Have students brainstorm different places where they could find the information they need. Divide the class into groups and have them solve the problems.

***

Explain and demonstrate the SQ3R Study Method. Have the students turn to a chapter in their social studies texts.

Have them (1) SURVEY all the headings in the chapter.

Have them write the first heading as a QUESTION.

Have them READ to answer the question.

Have them close the book and RECITE the question and its answer.

Have them open the book and REVIEW to verify the answer.

They repeat the process for each heading.

***

On the board list some examples of stereotyped statements such as:

People with red hair have hot tempers.
All blacks are lazy.
Blondes have more fun.
All Jews are rich.
Beautiful women are dumb.
Men who are good athletes are stupid.
People who are smart are nerds.

Have students respond to these statements, bring in specific refuting examples of why these stereotypes are false, and bring examples of other stereotypes that exist.

***

Read the nursery rhyme, "What are little boys made of?" and "What are little girls made of?" Respond to stereotyped statements.

***

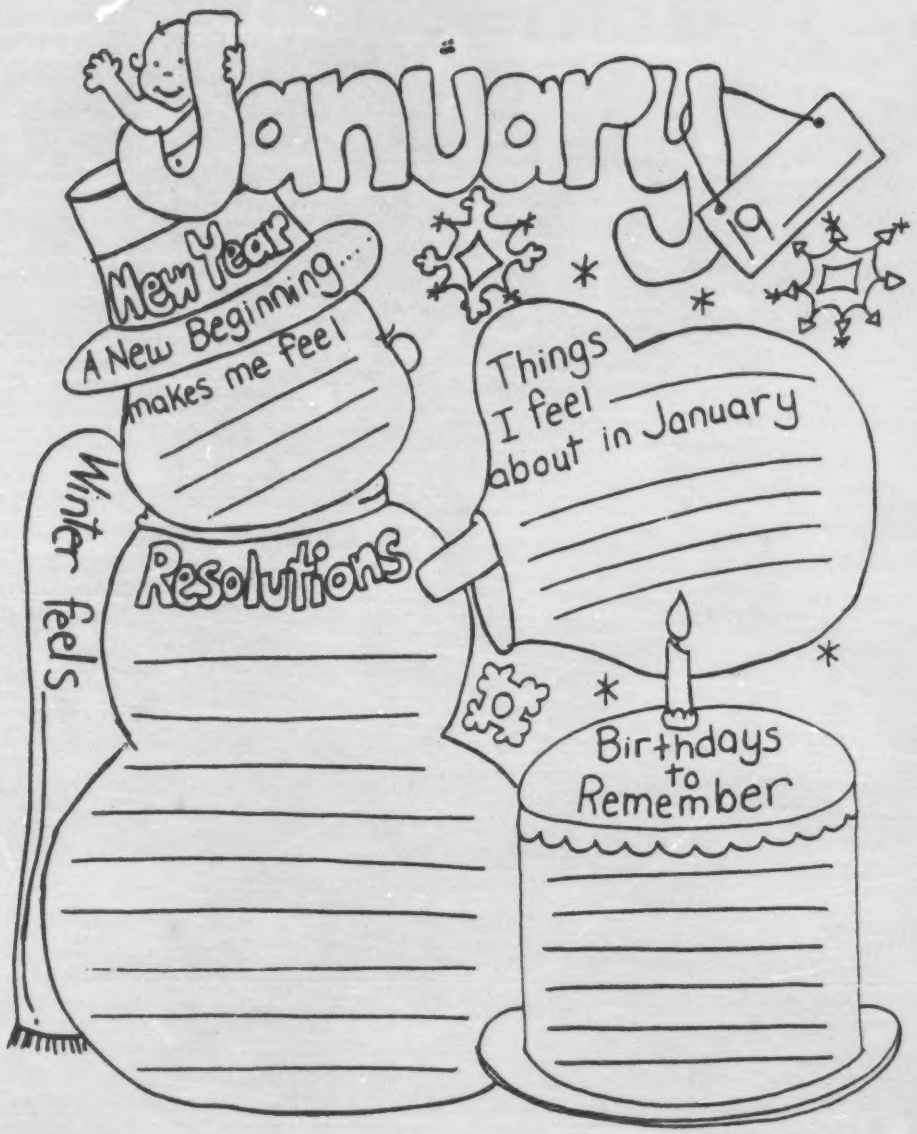
Ask the students to bring recipes of favorite party foods. Duplicate copies for each student. Have them staple these into party cookbooks. Then have them pretend there is going to be a party at the end of the year for all the sixth graders. Have each one select favorite dishes from the party cookbook to plan the party menu. Have them multiply each recipe so it will serve all the sixth graders. For homework they will calculate the total cost of all ingredients for the menus they have sleected. Discuss stereotypes that are involved with cooking (male/female stereotypes) and recipes (cultural stereotypes). If possible, allow students to help you put together some of their recipes and/or the cultural recipes they have discovered.

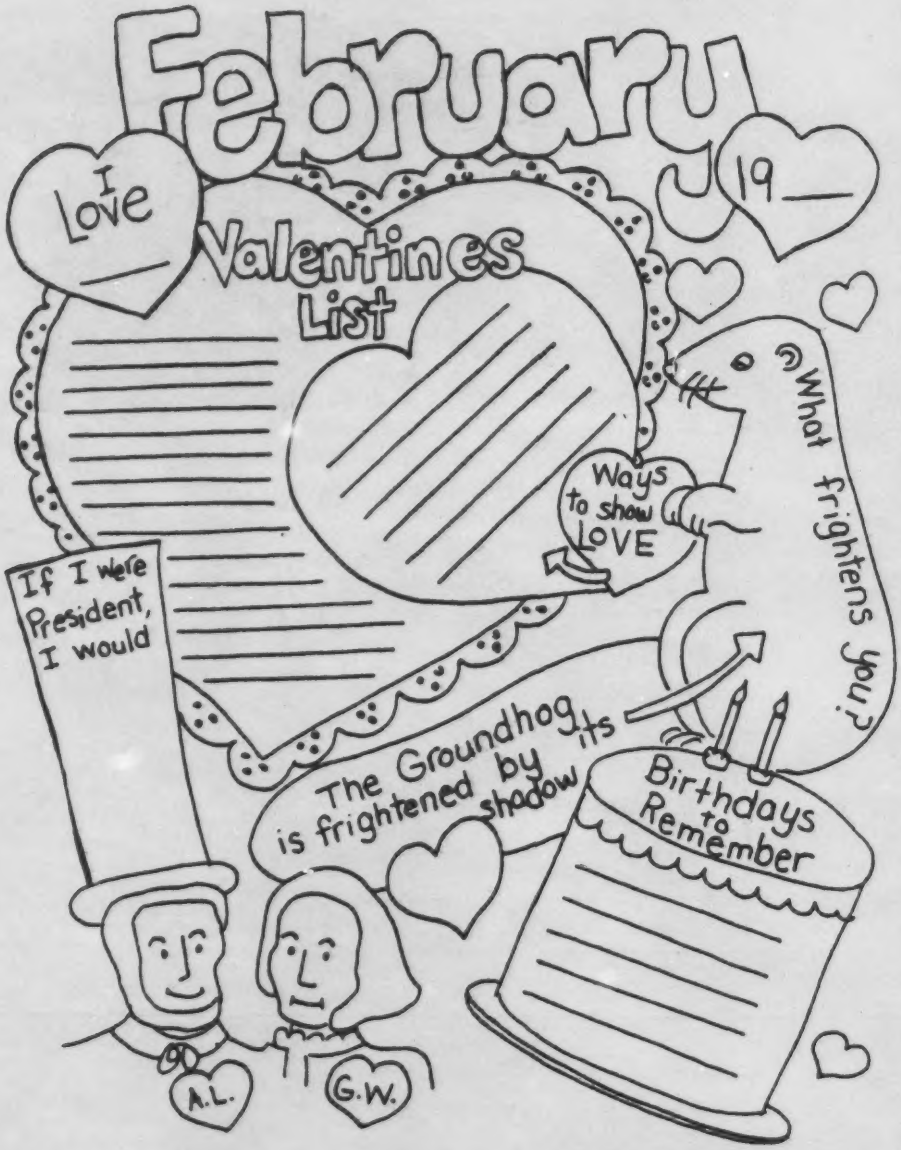
***

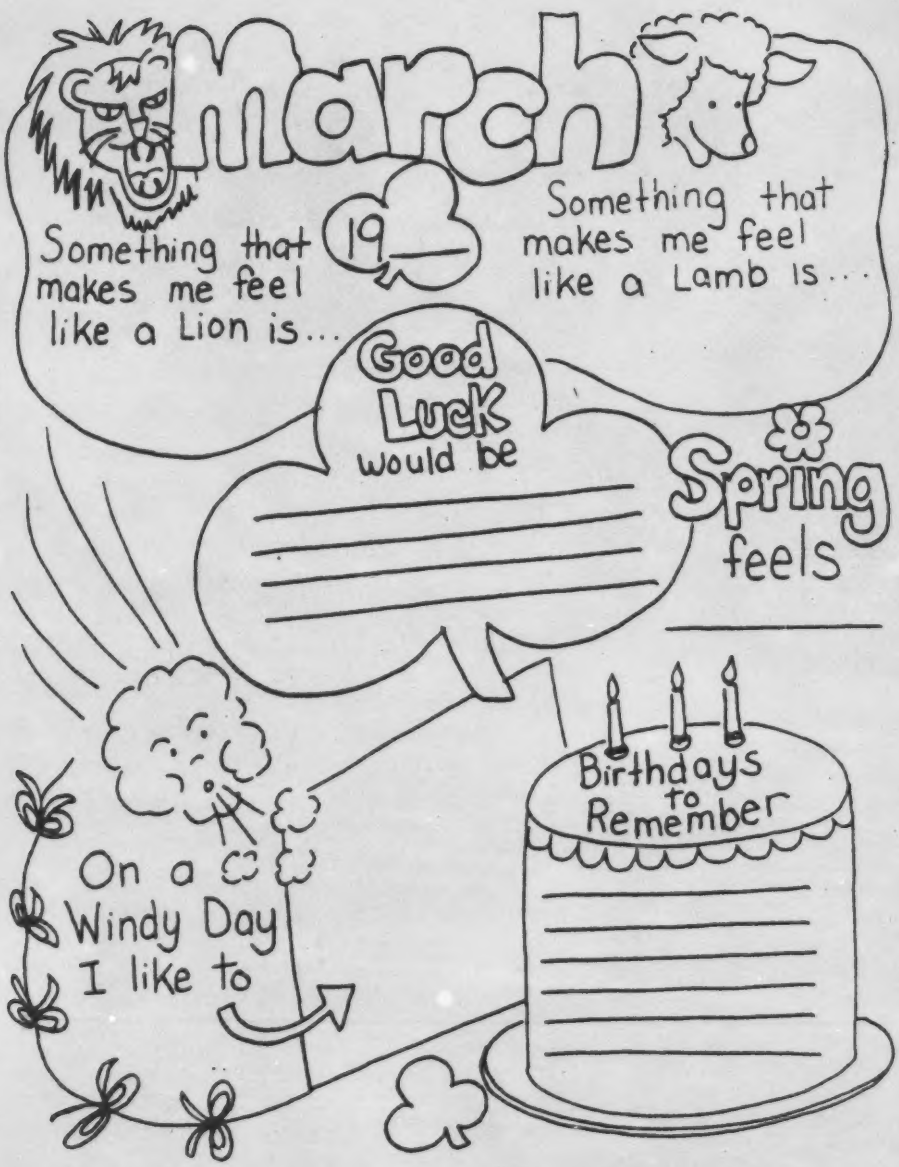
If possible obtain a musical soundtrack from Carousel. Play the song where the man is about to become a father and think about what his son or daughter will be like. Discuss stereotypes.

***

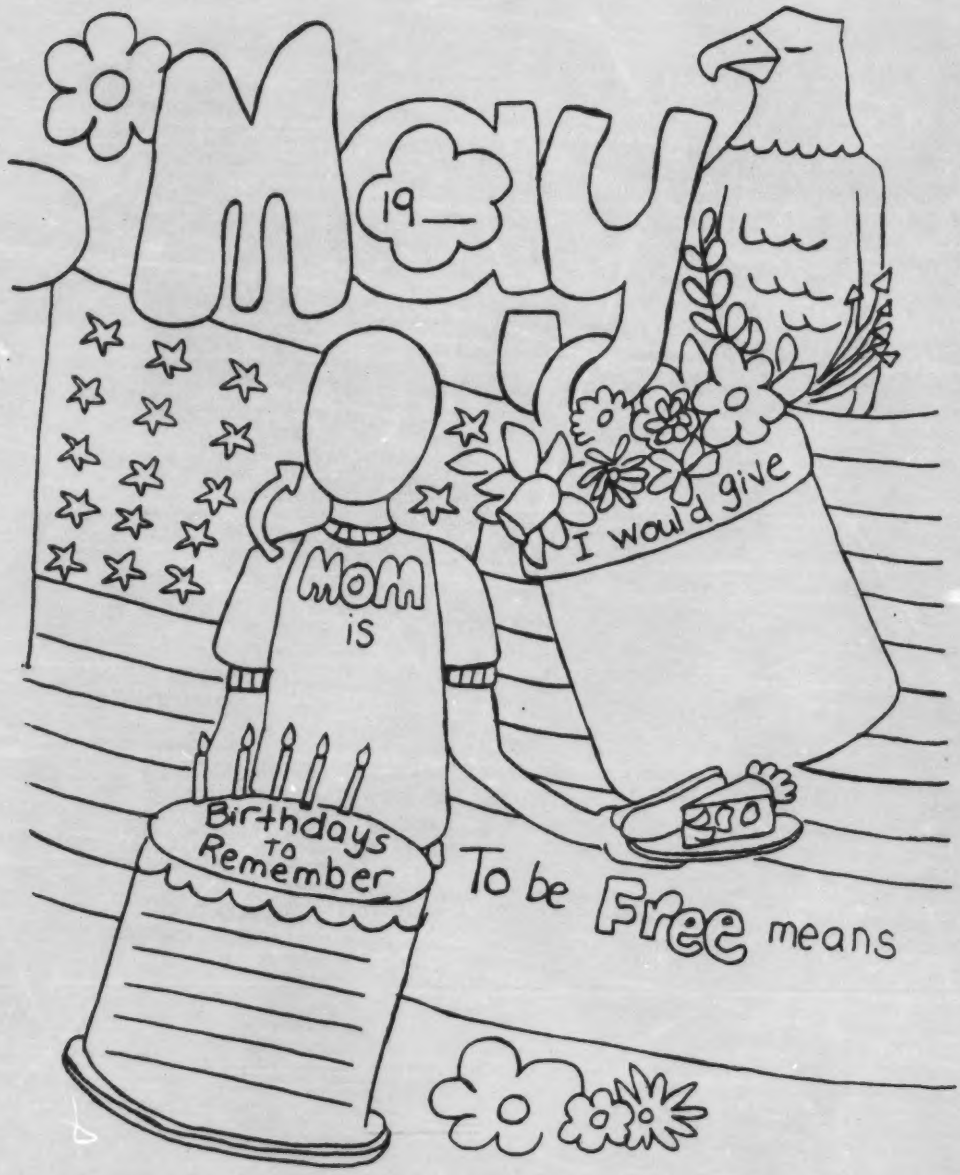
The following supplementary activity sheets might be helpful either separately or as a booklet while teaching the concepts of Goal B.


January
19
New Year
A New Beginning....
makes me feel
Things
I feel
about in January
Winter feels
Resolutions
Birthdays
to
Remember


February
I Love
19__
Valentines List
What frightens you?
Ways to show LOVE
If I were President, I would
The Groundhog is frightened by its shadow
Birthdays to Remember
A.L.
G.W.


March
Something that makes me feel like a Lion is...
19__
Something that makes me feel like a Lamb is...
Good Luck would be
Spring feels
Birthdays to Remember
On a Windy Day I like to

April 1
A Rainy Day makes me feel
Birthdays to Remember
April Fool
What makes you feel foolish?
My Easter Wish

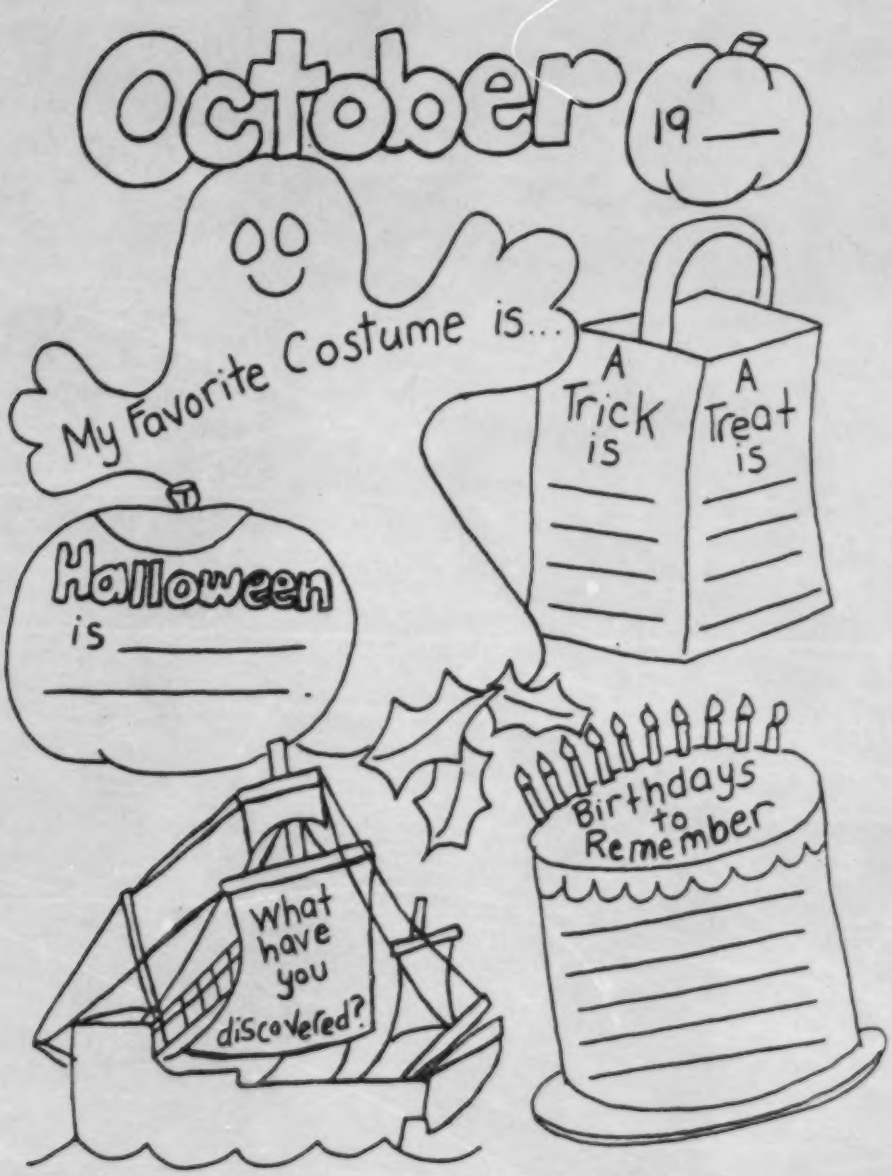

May
19—
MOM
is
I would give
Birthdays
to
Remember
To be Free means

June
19__
My Summer Plans
School's Out!
I feel
My Dad
DAD is
Birthdays to Remember

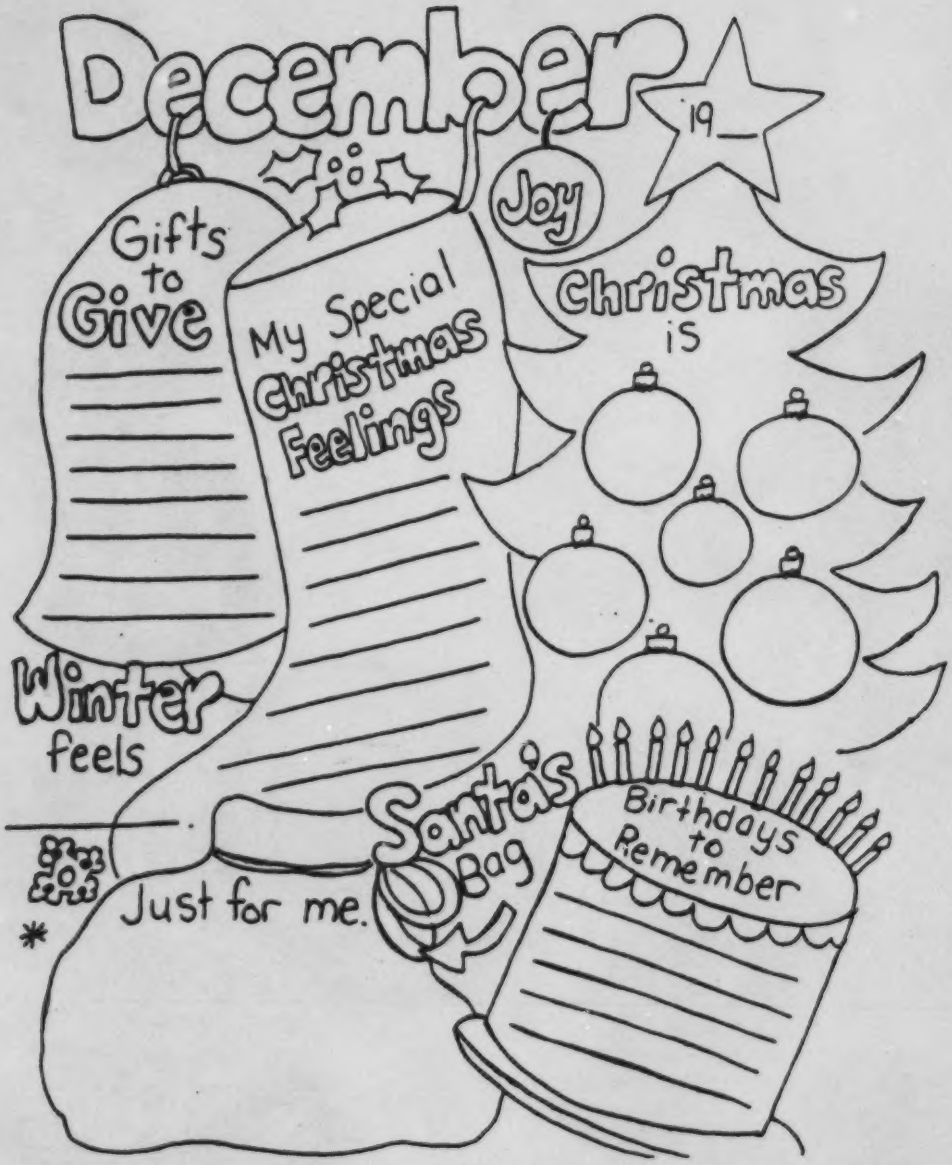
In the Summer I feel
Birthdays to Remember
America's
Being an American makes me feel
My Favorite Places in America

August
100°
0°
19__
When it is HOT I feel
I feel COOL when I think of
This Summer's
Best
Worst
Birthdays to Remember

September 19—
Work I want to do Someday.
I feel
in the Fall.
Labor Day
Best
Worst
SCHOOL
Birthdays to Remember
me
School makes


October
19__
My Favorite Costume is...
A Trick is
A Treat is
Halloween is _____
_____.
Birthdays to Remember
What have you discovered?

November
19__
I would VOTE for
Give Thanks for
Don't forget the Vets.
More Thanks
I would like to eat
Birthdays to Remember
Thanksgiving Dinner


December
19__
Joy
Gifts to Give
My Special Christmas Feelings
Christmas is
Winter feels
Santa's Bag
Just for me.
Birthdays to Remember

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

RIGHTS AND RESPONSIBILITIES

Rights and
Responsibilities
Goal D
P.I. 1
Grade 6

Advertising

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: **Students will discuss the influence that advertising has on consumers.**

Performance Indicator(s): **Students will be able to: 1) describe various means of advertising.**

Activity Objective

Students will describe different types of advertising.

Activity

Total Time: four or five class periods
Suggested Subject Matter: language
Materials/Resources: magazines, newspapers
Educator's Preparation: collect old magazines and newspapers, be familiar with entire activity.

Directions:

Make a collection of newspaper and magazine advertisements for grooming aids. Discuss the statements made in the advertisements. What appeal is made to the consumer? Try to determine whether the advertising is factual or emotionalized. Have an open discussion on occupations that are related to the careers in advertising and public relations.

Invite a representative from an advertising agency to discuss the "make-up" of an advertisement. She should include a discussion of her career.

Have the students work in small groups to create an advertisement. The subject matter of this will be a grooming product.

(See next page for Evaluation.)

Evaluation: Students should be able to:

- describe three forms of media where advertising occurs
- describe four of the techniques that advertising frequently uses
- describe five of the appeals that advertising may use
- describe two commercials that are aimed for their age group

(See Evaluation Form for "Advertising.")

Rights and Responsibilities
Goal D
P.I. 2, 3
Grade 6

Gimmick Awareness

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: **Students will discuss the influence that advertising has on consumers.**

Performance Indicator(s): **Students will be able to: 2) describe the influences and effects that advertising has on consumers, 3) discuss why it is important for a consumer to know of the influences and effects of advertising.**

Activity Objective

Students will discuss the influences and effects that advertising has on the consumers.

Activity

Total Time: **one class period**
Suggested Subject Matter: **English**
Materials/Resources: **collected advertisements**
Educator's Preparation: **be familiar with entire activity.**

Directions:

Ask the students a month ahead of time to begin collecting gimmicks. Discuss with them what gimmicks are. Tell them specifically to look in papers, magazines, TV guides, encyclopedia sales, mail their parents receive, cereal boxes, etc. Bring them to class when they find them.

After they are collected, take each one, read, discuss, and explain it. If the students wish, some of the forms may be filled out and orders made just for the purpose of seeing results. These should be discussed in class.

Discuss how this advertising has an effect on consumers. List some of the effects it might have. Students should then discuss reasons why they should be aware of these effects. Include the following reasons: consumers will be more perceptive concerning the quality of the service or product and the honesty of the advertisement and consumers will be more perceptive of their motives for buying a product or service.

(See next page for Evaluation.)

Evaluation: Students should be able to:

- describe two influences or effects that advertising has on consumers
- discuss two reasons why it is important for a consumer to know the effects and influences of advertising

(See Evaluation Form for "Gimmick Awareness.")

Teacher_____ Date(s)_____

ACTIVITY EVALUATION FORM

Advertising**Gimmick Awareness

Rights and Responsibilities Goal D Grade 6

Students are able to:

1. describe three forms of media where advertising occurs
2. describe four of the techniques that advertising frequently uses
3. describe five of the appeals that advertising may use
4. describe two commercials that are aimed for their age group
5. describe two influences or effects that advertising has on consumers
6. discuss two reasons why it is important for a consumer to know the effects and influences of advertising

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. media	2. techni-ques	3. appeals	4. commer-cials	5. influ-ences	6. reasons
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Rights and Responsibilities
Goal E
P. I. 1, 2
Grade 6

Things, Ideas, or People

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: **Students will analyze the relationship between interests and producer satisfaction.**
Performance Indicator(s): **Students are able to: 1) describe a variety of clusters of producer roles and the interests that could be involved with those clusters, 2) explain why certain interests might go with one cluster and not with another.**

Activity Objective

Students will categorize occupations and discuss interests a person might have for each category of occupations.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: social studies
Materials/Resources: crayons, scissors, glue, and newsprint for each pair of students
Educator's Preparation: duplicate a copy of the resource pages for each pair of students

Directions:

Have the class divide into pairs. Give each pair a piece of newsprint. Title it "Working." Have them divide their paper into three sections. Caption one "Mostly with Things." Caption the next "Mostly with Ideas." Caption the third, "Mostly with People."

Distribute copies of the resource section pages. Have the pairs cut all of these apart and paste them under the appropriate heading. Then have them illustrate each occupation beside its definition.

When the posters are complete, ask students to make a ✓ by the occupations that appeal to them. Then have them tally the ✓'s to get an idea of the category in which they are most interested at the moment. Discuss those interests each person might have for each category.

(See next page for Evaluation.)

Evaluation: Students should be able to:

- describe four divisions and two clusters for each division:
  1) service group—consumer education, personnel services, public services, etc.
  2) business group—manufacturing, transportation, construction, etc.
  3) science group—health, agri-business, resources, marine science, etc.
  4) communications group—media, fine arts, humanities, etc.

  *Reference for concept clarification: U.S.O.E. Classification System Chart.
- choose one cluster for each division and describe the interests that might correlate with that cluster (e.g., construction/interest in machines; media/interest in people; personnel services/interest in doing for others; etc.)
- include in their explanation two examples of how specific interests would be useful in certain jobs and not in others (e.g., an interest in working with their hands is useful in construction work, but not necessarily in consumer education, etc.)

(See Evaluation Form for "Things, Ideas, or People.")

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*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Things, Ideas, or People**Wannas and Feelgoods
Rights and Responsibilities Goal E Grade 6

Students are able to:

1. describe four divisions and two clusters for each division and describe interests for one cluster of each division
2. give two examples of interests that are useful in one job but not another
3. give a description of producer satisfaction
4. tell consequences of matching and not matching interests to job choice

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Division and Clusters	2. Interests/ Jobs	3. Producer Satisfaction	4. Matching
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POLICE OFFICER (po-lice' of'-fi-cer)

Police officers are on duty to help people. They are often called public servants. In their jobs, they protect people by preventing crime before it happens or helping to solve crimes that have already happened. Police serve the public by directing traffic and in rescue missions also.

A police officer might work together with a/an _____ to _____.

POET (po'-et)

Poets are special writers who describe feelings with words. They write their poems in stanzas using a rhythm. or beat, and sometimes rhymes. When poets write, they try to share in the feelings and experiences of all people. Their work can be found in magazines as well as books.

A poet might work together with a/an _____ to _____.

HORTICULTURIST (hor'-ti-cul-tur-ist)

Horticulturists are scientists who study all types of plants. They research ways to improve plants by making them stronger. These scientists are also interested in the growing, storing, and shipping of trees, flowers, shrubs, and bushes.

A horticulturist might work together with a/an _____ to _____.

OCEANOGRAPHER (o-cean-og'-ra-pher)

Oceanographers study the oceans of the world. They check how deep they are and the chemicals in the water. Oceanographers make temperature studies and map the ocean floors. These scientists often make long sea voyages to gather this information.

An oceanographer might work together with a/an _____ to _____.

OCCUPATIONAL THERAPY ASSISTANT (oc-cu-pa'-tion-al ther'-a-py as-sis'-tant)

These therapy assistants help patients who have serious illnesses and injuries. They teach them how to use their bodies again. They also teach patients to use artificial arms or legs. Occupational therapy assistants use all the time needed to help their disabled patients.

An occupational therapy assistant might work together with a/an _____ to _____.

PHOTOGRAPHER (pho'tog'-ra-pher)

Photographers take pictures of people, places and things. They have darkrooms and laboratories where the film is developed into negatives. The photograph is printed from negatives. They may work for newspapers or for a portrait studio. There are also jobs in television, motion pictures, and advertising for photographers.

A photographer might work with a/an _____ to _____ _____.

BEAUTICIAN (beau-ti'-cian)

Beauticians help their customers take care of their hair, skin, and fingernails. They massage the scalp and face and suggest the proper make-up. Beauticians also style and care for wigs.

A beautician might work together with a/an _____ to _____ _____.

BARBER (bar'-ber)

Barbers cut, trim, and shape people's hair. They trim beards and mustaches, give shaves and scalp treatments. Barbers fit and groom their customers' wigs. To do all of this work, barbers use scissors, razors, combs, clippers and other tools.

A barber might work together with a/an _____ to _____ _____.

RECEPTIONIST (re-cep'-tion-ist)

Receptionists work near the main entrance of an office or business. They greet people and give directions to visitors. Receptionists also answer the telephone, keep record of calls and make appointments for customers.

A receptionist might work together with a/an _____ to _____ _____.

PATTERNMAKER (pat'-tern-mak'-er)

Patternmakers make wood or metal patterns when factories plan to produce new items. These workers make the first pattern of the item so that many more may be produced on machines.

A patternmaker might work together with a/an _____ to _____ _____.

COMMERCIAL ARTIST (com-mer'-cial art'-ist)

Commercial artists sketch, draw, paint, and letter advertisements. Their artistic ability is a great help to the newspapers, magazines, and television stations for whom they work. The work of commercial artists can also be found in many school textbooks.

A commercial artist might work together with a/an _____ to _____ _____.

HYDROLOGIST (hy-drol'-o'gist)

"Hydro" means "water." Hydrologists study two kinds of water. One is surface water, such as lakes and rivers. The other is underground water found in springs. Hydrologists study ways to get more water to farmers. They may also help control flooding. These water specialists also make maps of underground water supplies in their jobs.

A hydrologist might work together with a/an _____ to _____ _____.

GRAPHIC ARTIST (graph'-ic art'-ist)

Graphic artists work in all areas of printing and display work. They draw pictures for advertisements and books. Some graphic artists specialize in printed products. Others may work for stores by setting up window or floor displays. These artists may also sell and deliver art supplies needed by companies.

A graphic artist might work together with a/an _____ to _____ _____.

COUNTY HOME ECONOMICS AGENT
(coun'-ty home e-co-nom'-ics a'-gent)

County home economics agents teach people how to run their homes. These agents work in areas away from large cities called rural areas. The home economics agent instructs families in how to handle food, budget their money, and save on clothing.

A county home economics agent might work with a/an _____ to _____ _____.

BROADCAST TECHNICIAN (broad'-cast tech-ni'-cian)

Broadcast technicians set up and run the equipment needed to put on a radio or television program. These technicians work in studios with microphones, cameras, projectors, and tape recorders.

A broadcast technician might work together with a/an _____ to _____ _____.

ROUTEPERSON OR DRIVER SALES
(route'-per-son or driv'-er sales)

Routepersons drive trucks to deliver items to homes and businesses. They load the trucks, drive them, and deliver the products. Routepersons may also collect payments from customers. Route drivers may work for dairies, bakeries, drycleaners, or any other business sending products to their customers.

A routeperson might work together with a/an _____ to _____ _____.

BOOKKEEPER (book'-keep-er)

Bookkeepers help keep money records in all kinds of businesses. They keep track of money the businesses make and the money they spend. Bookkeepers use business machines to find out whether the companies are making a profit or taking a loss.

A bookkeeper might work together with a/an _____ to _____.

PODIATRIST (po-di'-a-trist)

Podiatrists study and treat foot conditions. They may treat ingrown nails or build up weak arches. They also help improve muscle, joint, and bone conditions. If needed, these doctors may perform foot surgery.

A podiatrist might work together with a/an _____ to _____.

RECREATION SPECIALIST
(rec-re-a'-tion spe'-cial-ist)

Recreation specialists plan activities for parks and playgrounds. They help people enjoy their free time. These specialists may work in sports centers, churches, hospitals, or for youth groups.

A recreation specialist might work together with a/an _____ to _____.

FASHION DESIGNER (fash'-ion de-sign'-er)

Fashion designers make new styles of clothing for people. They sketch ideas and help make patterns for clothes. These designers must keep up with new fabrics and the latest styles in their work.

A fashion designer might work together with a/an _____ to _____.

BUS DRIVER (bus driv'-er)

Bus drivers do more than just drive. In their job, they must collect money or tickets, give information and directions, and provide for the safety of their passengers.

A bus driver might work together with a/an _____ to _____.

FORESTER (for'-est-er)

Foresters manage and protect woodland. They care for trees by seeing that they grow properly. Foresters also feed and water animals or find shelters for them. In addition, they may look after campgrounds, parks, and other wooded recreation areas. Foresters work in woodlands as well as in laboratories for industries that use wood.

A forester might work together with a/an _____ to _____.

AIR TRAFFIC CONTROLLER
(air traf'-fic con-trol'-er)

Air traffic controllers direct planes in the air and on the ground. Their job is like that of traffic officers on a crowded street except they work at busy airports. These controllers let pilots know when and where they may take-off or land planes. All of this important work is done from the controllers' post high in the airport control tower.

An air traffic controller might work together with a/an _____ _____ to _____ _____.

COUNSELOR (coun'-sel-or)

Counselors talk with people and help them to help themselves. They help students to get the most they can out of school. Counselors help people plan to get jobs they like and can do. Counselors also help people learn how to get along better with themselves and with other persons. Some counselors work mainly with people who have handicaps. Counselors help handicapped persons learn and work as much as they can.

A counselor might work together with a/an _____ to _____ _____.

FISH CULTURE TECHNICIAN
(fish cul'-ture tech-ni'-cian)

Fish culture technicians breed and raise fish. They work for federal, state and privately-owned hatcheries. These technicians care for fish from the time they hatch from eggs until they are fully grown. Fish culture technicians improve fish and the body of water they live in.

A fish culture technician might work with a/an _____ to _____ _____.

LANDSCAPE ARCHITECT (land'-scape ar'-chi-tect)

Landscape architects work to make land beautiful as well as useful. They plan where buildings are to be placed and how to beautify the grounds around them. These architects work at parks, schools, and housing projects. After planning, landscape architects also direct the planting of the land.

A landscape architect might work together with a/an _____ _____ to _____ _____.

GEOLOGIST (ge-ol'-o-gist)

Geologists study the many layers of material that make up the earth. They research what the world was like in the beginning and what the world is like now. Geologists look for hidden resources or map out what is beneath the earth's surface. These scientists are also studying the surface of the moon and other planets.

A geologist might work together with a/an _____ to _____.

INDUSTRIAL DESIGNER (in-dus'-tri-al de-sign'er)

Industrial designers plan the products to be made by industries. They also design the packages and displays for these items. Industrial designers work with new ideas. They improve the looks of machine-made products. These designers understand materials, machines, and production to do their job.

An industrial designer might work together with a/an _____ to _____.

INTERIOR DECORATOR (in-te'-ri-or dec'-o-ra-tor)

Interior decorators are workers who help decorate the insides of homes and businesses. They also work with the interiors of ships, airplanes, and theaters as well as set decorations for motion pictures and television. Decorators help people choose paint, wallpaper and floor coverings. They help make everything look pleasing.

An interior decorator might work with a/an _____ to _____.

Rights and
Responsibilities
Goal E
P. I. 3
Grade 6

Wannas and Feelgoods

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will analyze the relationship between interests and producer satisfaction.
Performance Indicator(s): Students will be able to: 3) analyze the relationship between interests and producer satisfaction.

Activity Objective

Students will discuss the relationship between their interests and abilities.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: social studies
Materials/Resources: crayons and scissors for each student, resource page
Educator's Preparation: Caption an empty display space "Wannas and Feelgoods" (see resource page). Duplicate a copy of the resource page for each student.

Directions:

Ask the students to think of things they do because they want to. It follows naturally that we do well those things we want to do and that we do them over and over again. (Assessing one's interests, therefore, is a very important part of occupational preparation.) When we do something well, it usually makes us feel good, capable, and worthwhile.

Distribute copies of the resource page "Wannas and Feelgoods." Read it aloud while the learners "follow along." Ask them to draw a picture of one thing they like to do in each category. Then they will cut on the dotted line.

Then assemble them in groups of five or six. Here they will take turns explaining (publicly affirming) their five choices to one another.

When this is finished, have them tape or pin their hearts on the prepared wall space or bulletin board. Encourage them to look and compare during their spare time.

Process this activity by discussing what producer satisfaction means--a feeling of pleasure or contentment from making or doing something. When we do what is of interest to us we are pleased, and will likely do as good a job as possible. When we find a job that uses our interests, we are satisfied with

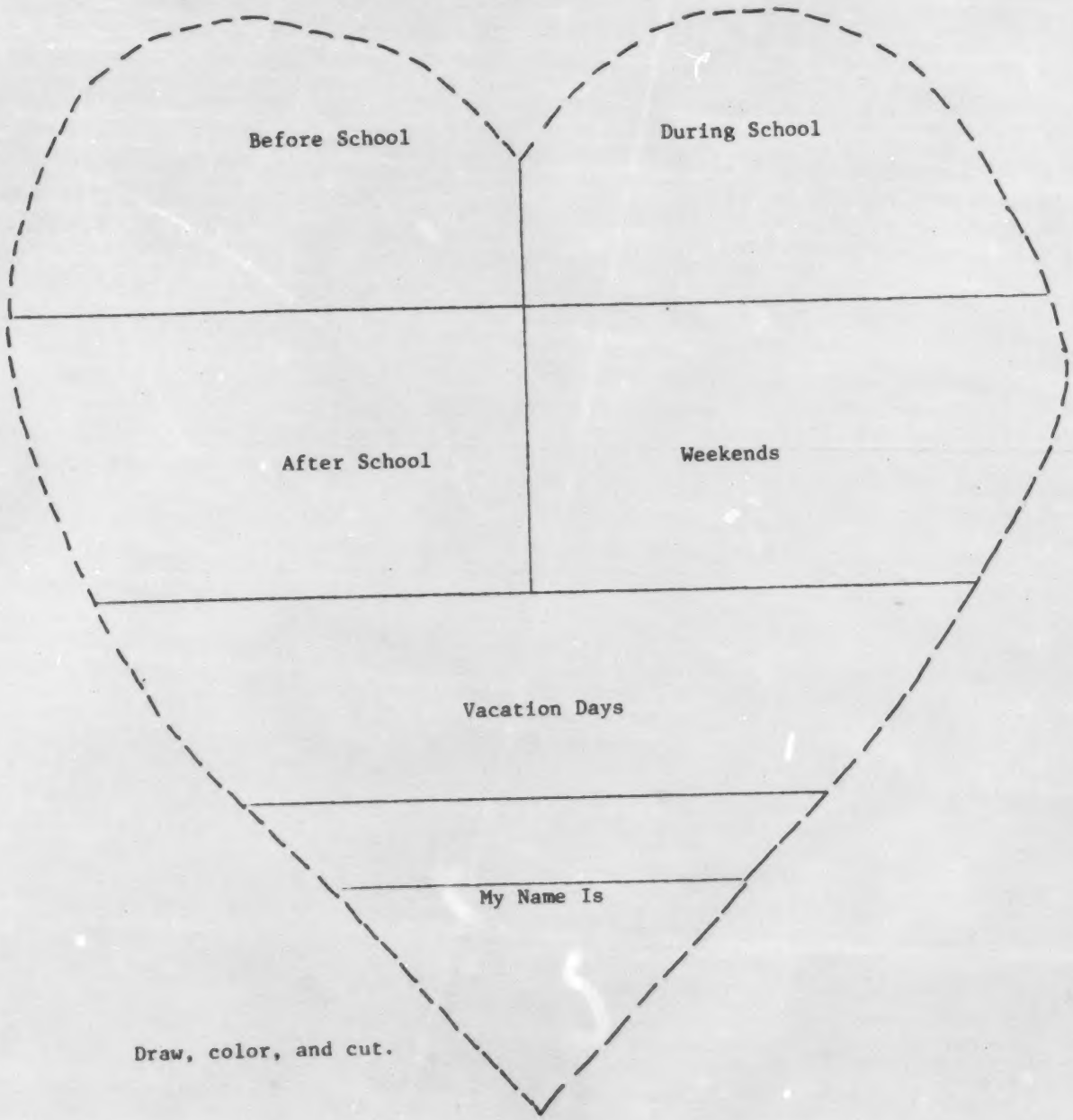
what we do. If we have a job that does not interest us, we may not try very hard or may not be pleased with the end product even if it is a satisfactory product--simply because the chore has no value for us.

Evaluation: Students should be able to:
- describe producer satisfaction (i.e., a feeling of pleasure or contentment from making or doing something)
- evaluate the consequences of interests not matching job choice
- evaluate the consequences of interests matching job choice

(See Evaluation Form for "Wannas and Feelgoods.")

WANNAS AND FEELGOODS

Things I do just because I want to (wanna).
Things I do just because doing them makes me feel good.



Draw, color, and cut.

ACTIVITY IDEAS

Grade: Sixth
Content Area: Rights and Responsibilities

Here is another self-assessment sheet to help students think about tasks that interest them.
--Name the jobs you do at home.
--Name jobs you do outside your home that are like the ones you do at home.
--What is it that you like about these jobs?
--What do you not like about these jobs?
--What other jobs at home would you rather do?

Review with students the meanings of the word "responsibilities." Have students make a chart of responsibilities of the various members of their families:

Father	Mother	Me	Someone Else

***

Invite a lawyer to come speak to your class about the legal rights and responsibilities of family members. Be sure the talk also emphasizes how the legal system tries to help families work out their problems rather than simply punishing family members.

***

List some examples of learner rights on the board (e.g., right to free public education, right to be respected for individual learning differences, right to help if they do not understand a concept, right to competent advisement, etc.). Have students select one or more learner rights they have and role play what a situation might be like if they did not have that right.

***

Using the World Almanac or another reliable resource, draw a pie graph on the board which demonstrates the major areas of federal government funding (military, social programs, education, etc.). Discuss with students what each area includes and how those areas affect our daily lives. Then have students collect newspaper clippings to create a bulletin board of examples of government spending.

***

Invite the city collector or another knowledgeable resource person to discuss with students the sources of city revenue and the services the city is able to provide as a result.

***

Have students help you list junk food snacks advertised in television commercials. Then ask them if they have ever seen a commercial for apples, cucumber chunks, pickles, peanuts or celery. Tell them that these are excellent snack foods. Have students suggest reasons why (no refined sugar, some food value and not as fattening as junk food).

Arrange the students in pairs. Assign to each pair a nutritious snack. Have the students prepare a TV-type commercial for that food, trying to convince others to eat it. Spend several class periods letting students put on their commercials for one another.

***

Have students look through magazines to find pictures that represent the communication of ideas. Explain that these media are things which carry messages. These may be such things as letters, drums, mirrors, telephones, traffic signals, books, telegrams, billboards, television, radio and newspaper. Then ask the students to select the media which can be found in their community.

***

Have each student design a container for a new product to be marketed locally. Cover empty boxes and cans with plain white paper. Give one to each student and let him or her use paint, crayons or felt-tipped pens to transfer the design to the empty container. Have students discuss the major points of this form of advertisement (e.g., name, use of color, use of type size and style, etc.).

***

Have the students make a bulletin board of magazine and newspaper advertisements. Have them help you list all the <u>adjectives</u> used to describe the various products.

Present them with this challenge:

> "Junk food snacks are just that--junk. They pollute the body with animal fats, refined sugar, chemicals and empty calories. But the television commercials and magazine advertisements <u>never</u> mention that. On the contrary, magazines and television make these foods enticing and

irresistable. There are many snack foods which will satisfy your hunger and make a better you. They are fruits and vegetables. But who ever speaks out on the benefits of carrot sticks and celery! This is your challenge--to prepare a magazine ad that will make people want to snack on fruits and vegetables instead of junk food."

Allow them to use paints, markers and your letter patterns to make masterpieces.

Then, to give the "ads" the slick, glossy magazine-picture look, have students cover them with clear Contact paper.

***

Have the students clip magazine pictures of advertised medications. Have them post these on a mural paper captioned Don't Overdo It.

Explain that before we decide to do something we need to gather information. For example, aspirin causes slight bleeding in the stomach. Alka-Seltzer is bad for people of low-sodium diets. There are many decisions we must make as consumers. We should use information, not persuasion, to help us decide.

Have students collect empty containers of nonprescription medications. Have them read labels for specific warnings. Have them write the warnings and paste the packages to a large piece of tagboard. Explain that the label does not contain all there is to know about the effects of the medication. So the best advice is, "Don't overdo it."

***

Ask each student to bring some clippings of ads that appeal to them.

Lead a discussion of what makes such ads effective (bright colors, cartoons, simplicity, catch phrases and so on). Also, discuss television and radio ads.

Give students a product name (Biffo). They are to design an ad for the product. They may also select what they want the product to be. Students might work individually or in small groups.

After the class has shared the results of their "Biffo" ads, introduce the idea of each student's advertising his or her own strengths and skills--that they are going to "sell themselves." If possible, allow them the option of designing a magazine or newspaper advertisement, a poster, a radio or television commercial.

***

Invite to the class several handicrafters to demonstrate their crafts. Have them explain when their current interests began and what led up to them. Also discuss how this interest could be used in different jobs. Then select the ones which could be presented for students to try, either modified or as they are. For example, students could learn Tole painting brush strokes with poster paint and tagboard. Use the selected handicrafts for separate art activities: invite the presenters of these handicrafts back to teach the basics.

> Remember, these people are not educators. It is your responsibility to select the basics of each craft and decide what medium the students can use to learn them. Take good care of the Resource Persons or they will not come back!

***

Here is a group of hobbies which might lead to related occupations:

- Photography
- Coin collecting
- Stamp collecting
- Sewing
- Gardening
- Sports
- Book collecting

Send home a letter to parents. Ask them to send names and phone numbers of adults who might be willing to come and share the above hobbies with their students.

Then divide the class into seven groups. Give to each group the name of one of the above hobbies. Have each group prepare a list of related occupations. Have the students read these aloud.

***

You may want to relate this activity to a unit of study on marine biology. Invite students to bring evidences of water-related leisure activities: fishing, swimming, scuba diving, sea shell collecting and home aquarium keeping.

***

Have students conduct a survey of ten persons who are presently employed. Questions that might be asked are:

1. What is your job title?
2. Do you have any hobbies or interests that are related to your job?
3. On a scale of one to five (with one being low and five being high) how would you rate your satisfaction with your job?

Synthesize student surveys and have them discuss the findings as a whole.

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

VALUING AND DECISION MAKING

Valuing and Decision-Making
Goal C
P. I. 1, 3
Grade 6

Either/Or

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency: Students will generate and increase the alternatives to a specific decision by gaining more information about that decision.
Performance Indicator(s): Students will be able to: 1) discuss the value of having as many alternatives as possible to choose from while making a decision 3) compare the alternatives to a decision before gathering information and after gathering information about that decision.

Activity Objective

Students will compare decisions made before and after gathering information about that decision.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies, language
Materials/Resources: none
Educator's Preparation: be familiar with the entire activity

Directions:

Have the students move the desks so that there is a wide path from one end of the room to the other. Then the teacher asks a question like: "Which would you like to learn, roller skating or ice skating?" Point to or post the choice words on the two sides of the room. Tell them that they have to choose from two alternatives. One alternative is roller skating. The other alternative is ice skating. Those who would choose roller skating go to the one side. Those who would choose ice skating go to the other. Then each student finds a partner on the same side and explains:
- the reasoning behind his or her choice,
- how life would be different if he or she had chosen the other side.

Give an example of how their lives might be different with (or what might be the consequences of) each choice. If they chose roller skating:
- they could never take part in the Olympics,
- they could practice outside on the sidewalk,
- they could roller skate to school with friends.

If they chose ice skating:
- they would have to practice on ice,
- their outdoor practicing would have to be done in cold weather,
- they might have to pay to practice on an ice rink,
- they might possibly take part in the Olympics.

Then everyone turns to the center of the room and the teacher continues with the questions. The students should be encouraged to find a new partner each time. Choose five or six of these or make up your own.

Which would you choose?
- to hang a "No trespassing" sign or a "Welcome" sign?
- to visit a roaring river or a quiet lake?
- to be a talker or a fighter?
- to have a rope or a kite string?
- to live on a mountain or in a valley?
- to be a leader or a follower?
- to have a paddle or a ping pong ball?
- to have a crayon or a pencil?
- to play with a pogo stick or roller skates?
- to live in the city or in the country?

Summarize the activity by saying that we are forced to make choices. Our lives are influenced by the decisions we make. It is easy to see that if we had chosen the other alternatives our lives would have been different.

Discuss why they might want to have as many alternatives as possible and how this is valuable in helping them make decisions.

Evaluation: Students should be able to:
- discuss how having a large number of alternatives encourages looking at all aspects, allows for the best choice to be made, allows for a broader view of consequences
- select a specific decision to be made, generate alternatives, gather a variety of information about decisions to be made, generate alternatives again, compare their ability to generate and assess alternatives, before and after gathering information

(See Evaluation Form for "Either/Or.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Either/Or

Valuing and Decision Making Goal C Grade 6

Students are able to:

1. discuss how having a large number of alternatives encourages looking at all aspects, allows for the best choice to be made, allows for a broader view of consequences
2. select a specific decision to be made, generate alternatives, gather a variety of information about decisions to be made, generate alternatives again, compare their ability to generate and assess alternatives, before and after gathering information

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. discuss	2. select
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ACTIVITY IDEAS

Grade: Sixth
Content Area: Valuing and Decision Making

Discuss the terms "attitudes" and "beliefs." Discuss how they can influence the decisions that students make. Let each student choose what is more important--a cabin in the woods, a house in the suburbs, an apartment, etc. Discuss with them how the type of house they choose will affect the decisions they make and their goals in life (e.g., a big house in the city requires a lot of money so they will want a well-paying job).

***

Read the following story to the class:

> "Decisions! What should I do?", Bill cried. I have a chance to attend the scout campout over the weekend, but my family is going to visit my grandparents and I would like to go there, too. If I could only go both places at once."

Discuss how Bill is faced with a hard decision and how finding out more information may increase his alternatives. For example, if he found out exactly what activities were going to take place at each event, this might help him decide which one to choose. Let class members tell which event they would choose and why.

***

Give students much practice brainstorming. This is an excellent way to generate alternatives. Present Brainstorming Guidelines:

1. Try for many ideas.
2. Use the ideas of others.
3. Let the ideas be wild.
4. Do not judge the ideas of others.

Divide the class into small groups. Appoint a volunteer in each group to be the recorder. Tell students how much time they will have to brainstorm--usually about five minutes. Here are some topics:

--Ways to make our school more beautiful
--Ways to make the playground more fun
--Ways to make new friends
--Ways to use a plastic glass
--Ways to use a bath tub
--Ways to make Halloween more scary

Choose one topic for the whole class. Be sure each group has its list read aloud when the time is up. Discuss how brainstorming helped to increase ideas and gave them more alternatives to choose from.

***

Tell the students that they will have an hour of Decision Time before they are dismissed on Friday. Ask them to sit in groups of five or six to brainstorm a list of possible activities. Explain some brainstorming guidelines:

1. Try for many ideas.
2. Do not judge the ideas.
3. Let the ideas be wild.
4. Use the ideas of others.

Select a volunteer for each group to be recorder. Tell them they will have five minutes.

Then have each recorder read the list generated by that group. Say that now you will try to narrow down the choices. Explain that the activity must be interesting, safe, non-disruptive, and possible.

Then go through each group's list. Look at each suggestion. Ask the class to help decide if it is safe, interesting, non-disruptive and possible. (Having the whole class take a nap would be safe, non-disruptive and possible, but not very interesting!) Any suggestion which meets all four criteria should be written on the board.

> Now you can choose one for Friday's Decision Time. If you want to continue ask the students, "What now? We've still got a dozen or more activities up here?"

If you get ideas from them, they will find it more interesting than if their ideas are not expressed.

***

Here follows a series of situations for which students can brainstorm lists of alternatives for solving the problems described. Divide the class into small groups. Give one situation to each group.

1. Rusty borrowed Ben's flashlight and lost it. When Ben asked for it, Rusty said it was an old flashlight that had not worked very well and that he would not pay for a new one. During noon hour the next day, Ben hid in the boys' toilet and waited for Rusty. When Rusty came in, Ben splashed water all over him. Mr. Peterson, the gym teacher, came in just in time to catch him. What can Rusty do?

2. Ann has just started to take a geography test. Suddenly the principal comes in and asks the teacher to leave the room for a few minutes. Before she goes, the teacher says, "Boys and girls, you're on your honor not to cheat while I'm gone." As soon as she leaves, one boy opens his geography book and copies all the answers. What can Ann do?

3. John and two of his friends were playing with their ball during recess. A group of girls from another class grabbed the ball and ran off with it. They said they would not give it back. A monitor was on the other side of the playground and had not seen the incident. How can John and his friends get their ball back?

4. It was the first day of school and Linda was a new student. The teacher had just left the room, telling the class, "There is to be no talking while I'm gone." As soon as the teacher left the room, Steve leaned forward to Linda and said, "You're new at this school, aren't you?" Before Linda could answer, Betsy said, "We're not supposed to talk." What can Linda do?

***

Tell the class a story such as this:

> Sally and her mother had planned a birthday party for Sally's birthday. They bought prizes and balloons. Sally was very excited. On the morning of the party, Sally woke up ill with a fever. Mother said Sally must stay in bed. The party would have to be another day.

What should Sally do? If the students do not offer suggestions, supply possible choices. (A) Tell Mother she hates her. (B) Lie in bed and cry. (C) Rest quietly. (D) Try to think of things to do to pass the time.

Explain that these "possible choices" that Sally has are called alternatives. Show them a chart you have prepared thus:

ALTERNATIVES FOR SALLY

A	B	C	D

Write one of the students' suggested alternatives (or those given above) in each column.

ALTERNATIVES FOR SALLY

A	B	C	D
Tell Mom she hates her.	Lie in bed and cry.	Rest quietly.	Think of things to pass time.

83

Explain that a consequence is a result of something. Have students help you list a few possible consequences under each of the alternatives.

POSSIBLE CONSEQUENCES

A	B	C	D
1. Mom will get mad. 2. Mom will know Sally is upset.			

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

ACHIEVEMENT MOTIVATION

Achievement Motivation
Goal B
P. I. 1, 2, 3
Grade 6

Evaluating Progress

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will be able to: 1) identify what constitutes evaluation, 2) describe the methods of evaluating task progress, and 3) discuss how evaluation contributes toward task accomplishment.
Performance Indicator(s): Students will be able to: 1) identify what constitutes evaluation, 2) describe the methods of evaluating task progress, 3) discuss how evaluation contributes toward task accomplishment.

Activity Objective

Students will discuss evaluation and how it contributes toward task accomplishment.

Activity

Total Time: three or four class periods
Suggested Subject Matter Area: math
Materials/Resources: acetate transparency, pen, overhead projector, chart paper, felt pen
Educator's Preparation: be familiar with entire activity

Directions:

This activity presents two different self-evaluation methods. The first is useful when evaluating mastery of specific concepts. The second is appropriate when evaluating general progress over a longer period of time. This second method has been suggested to give students some responsibility for the parent-teacher conferences.

Administer the PRE-TEST (resource page). Collect and store the papers.

Then have students complete ARABIC NUMERAL GRID (resource page).

Then distribute copies of the resource page ROMAN NUMERALS TO TWELVE. Ask students to underline the numerals I, V, and X. Explain that these are corner-stones on which the others are built. Ask someone to explain the system. (Other numbers are built from I, V, and X by adding or subtracting the value of a symbol. The value of a symbol <u>following</u> another of the same or greater value is <u>added</u>: XI = 11. The value of a symbol <u>preceding</u> another of the same or greater value is <u>subtracted</u>: IX = 9.

Distribute copies of the resource page, ROMAN NUMERAL GRID. Have students fill in the Roman numerals from one to twelve. Collect and store this grid sheet.

On the second day distribute copies of the resource page ROMAN NUMERALS TO ONE HUNDRED. Discuss this with the students. Distribute their copies of ROMAN NUMERAL GRID. Have them place the Roman numerals for 40, 50, 60, 90, and 100 in the correct squares on their grids.

Explain that they will try to fill in the remaining squares with Roman numerals. The following guideline should be helpful: the value of a symbol standing between two symbols of greater value is subtracted from the value of the second symbol. The remainder is added to the value of the first symbol:

$$\underline{XIX = 19}$$
$$X \qquad I \quad X$$
$$19 = 10 + (9 = 1 - 10)$$

Allow enough time for all students to complete the assignment correctly. Encourage them to work together on this.

Then administer the POST-TEST (resource page). Have them correct their own POST-TESTS. Write the answers on the transparency as they give them to you. Have them total their scores to find the percentage correct.

Now distribute their completed copies of the resource page PRE-TEST and have them correct these papers. Have them total their scores and compare their two percentages. Discuss the following:
- meanings of pre-test and post-test
- how many did better on the pre-test than on the post-test and why
- which ones they missed on the post-test
- did they make any progress.

Ask them to turn their papers over and write:
- what they do not understand about Roman numerals to 100
- what would help them understand them better
- what assignments they should redo to improve.

For those students who had 100% on their post-tests, distribute copies of ROMAN NUMERALS TO A MILLION (resource page).

Post a blank chart and ask students to write on it in their spare time. Caption it: "Where I Saw Roman Numerals Used."

Invite a math teacher to come and talk about:
- the importance of self-evaluation to a person who uses math
- why a person in applied math has to be able to find his or her errors
- other number systems not based on 10.

About a week before your parent-teacher conferences, have each student complete the CONFERENCE WORKSHEET (resource page). You may want to consider including each student in his or her conference.

This student input may have several very beneficial outcomes:

- Parents will begin to see conferences as more positive and less threatening. The student is able to make significant contributions to the conference.
- The students' views of progress reports are expanded.
- The students are encouraged to exercise some control over their conferences. Student participation underscores their credibility and your faith in them.

Process this activity by having the students discuss what evaluation is and different ways to evaluate tasks. In this activity they used the pre-test, post-test method. Let the students discuss other methods of evaluation that could be used, including feedback from others and self-satisfaction.

Students should then discuss ways that evaluation contributes towards task accomplishment. Include in this ways such as:

- allowing them to see the quantity and/or quality of what they have done
- allowing them to differentiate weak areas from strong areas
- allowing them to be aware if their plans or timetables need reorganization.

Evaluation: Students should be able to:

- describe evaluation
- describe two different methods of evaluating task progress
- discuss two ways evaluation contributes toward task accomplishment

(See Evaluation form for "Evaluating Progress.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Evaluating Progress

Achievement Motivation Goal B Grade 6

Students are able to:

1. describe evaluation
2. describe two different methods of evaluating task progress
3. discuss two ways evaluation contributes toward task accomplishment

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. evaluation	2. methods	3. contributes
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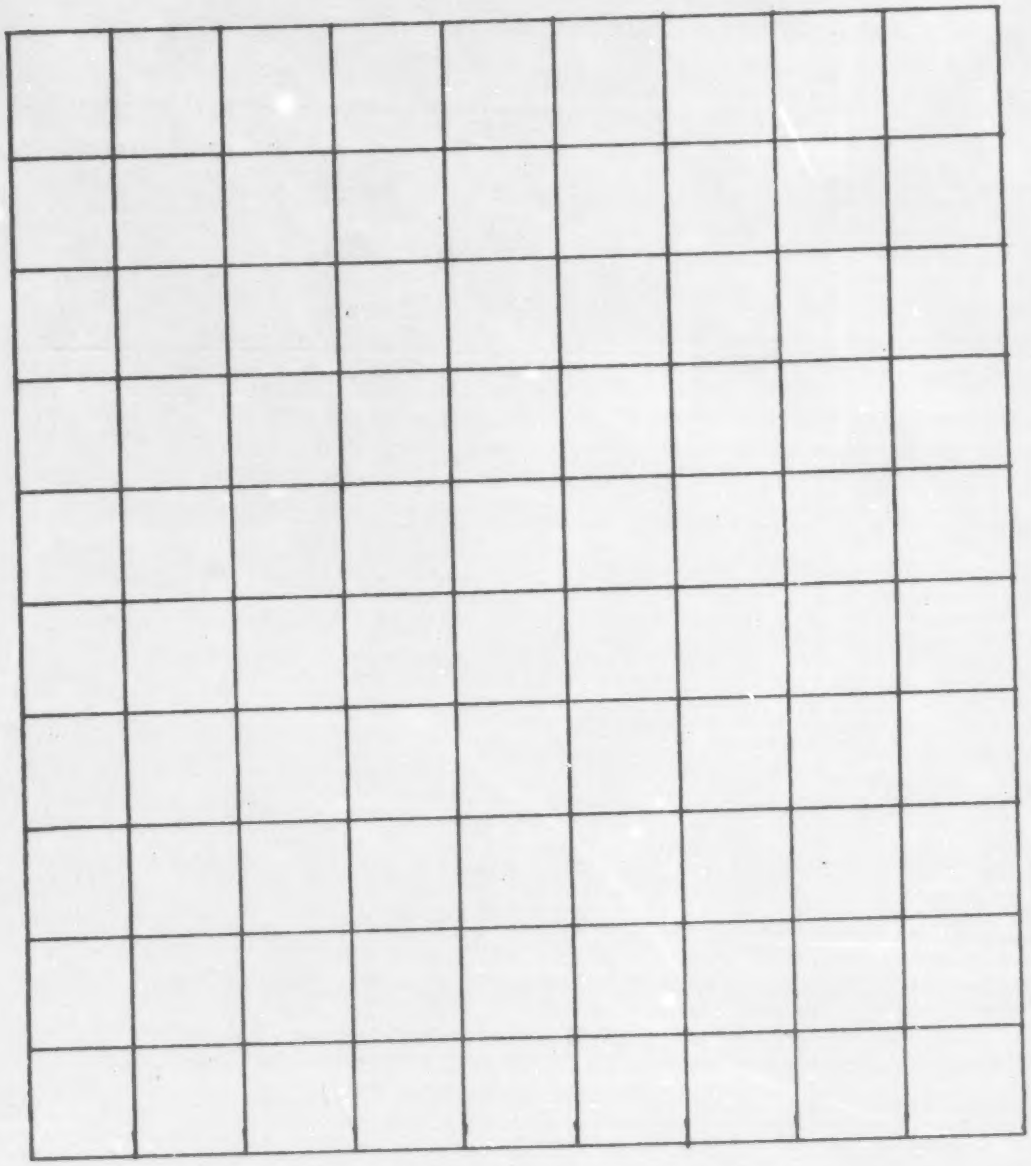
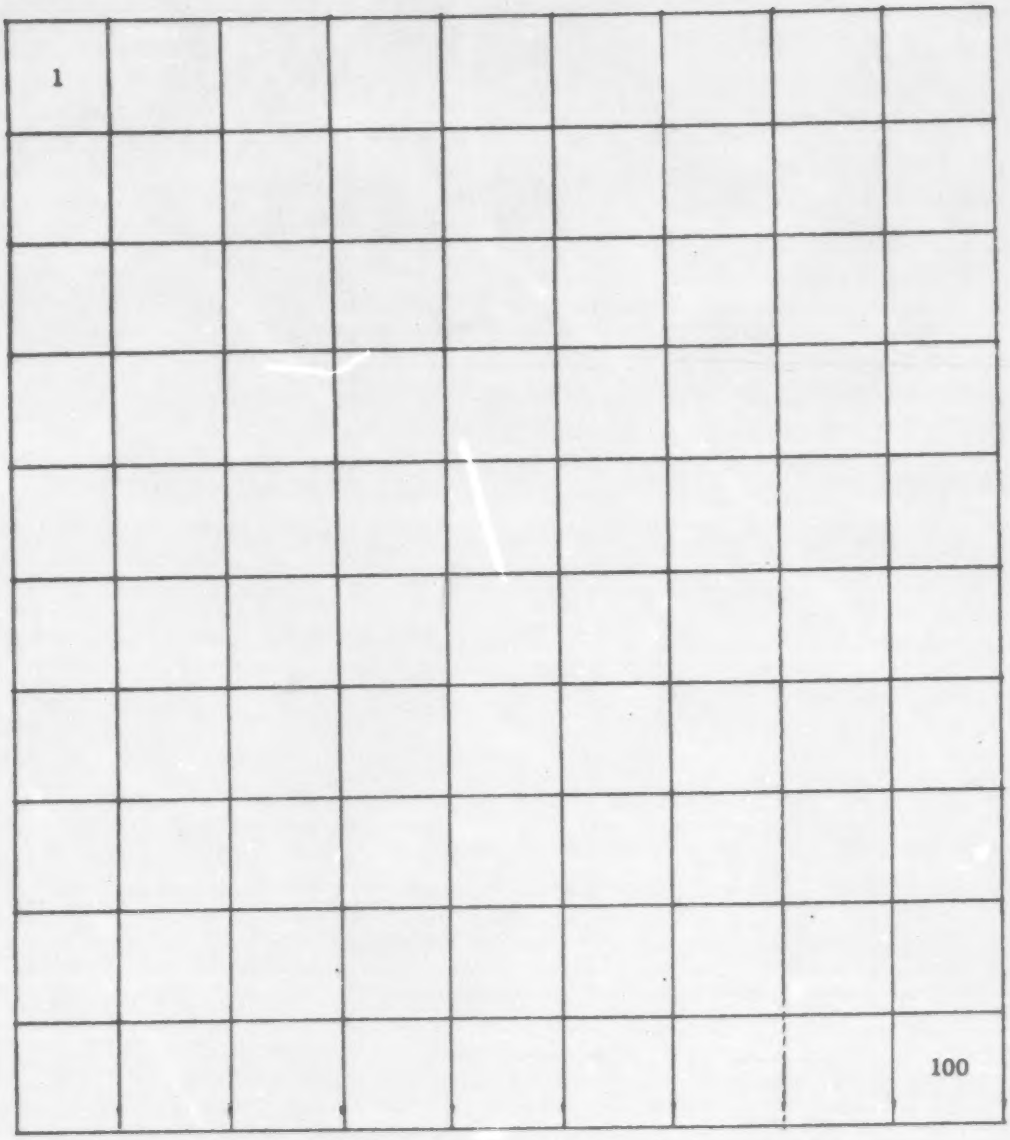
PRE-TEST

Use Roman numerals to number the grid from one to one hundred.



100 TOTAL
\- ____ NUMBER WRONG
____ % NUMBER RIGHT

ARABIC NUMERAL GRID

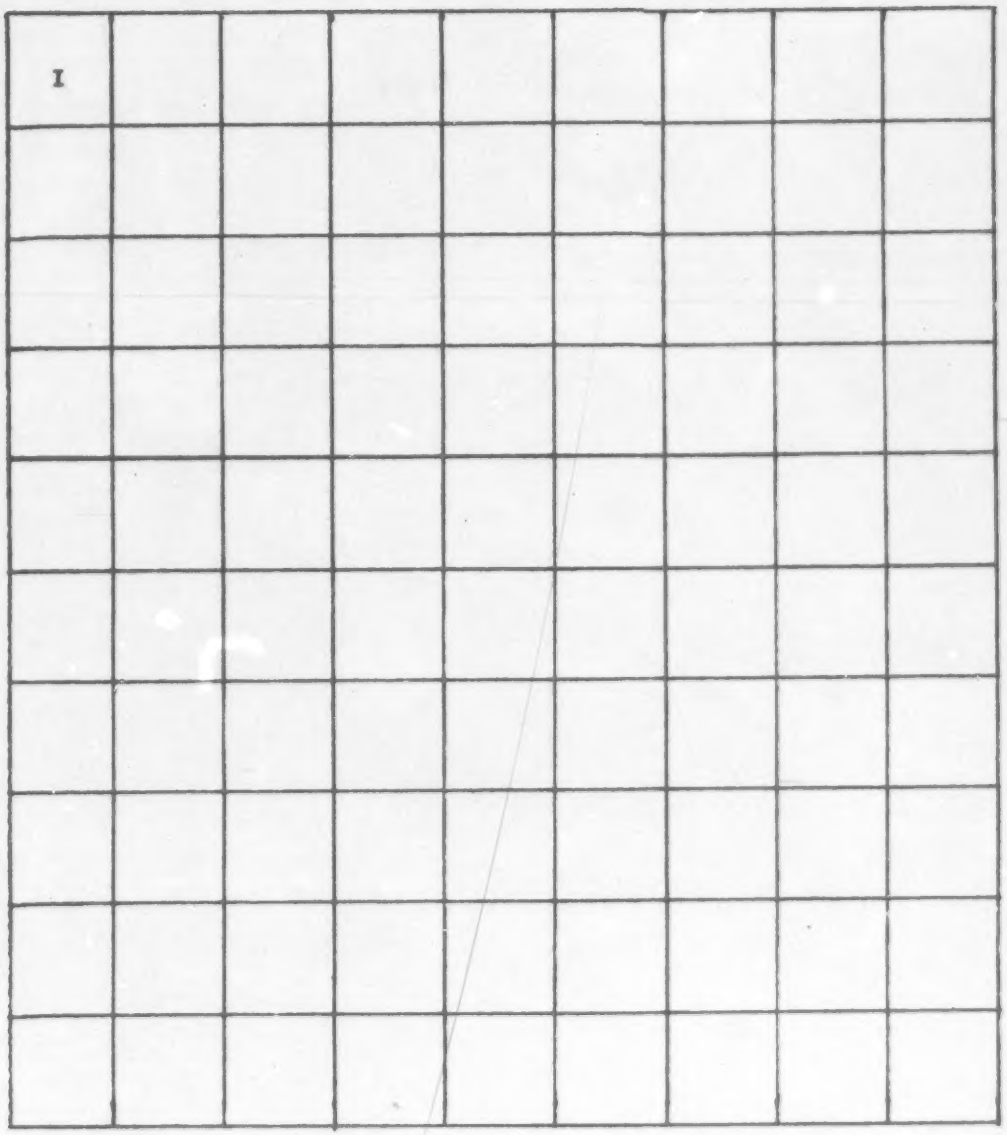


Circle 1, 5, 10, 50 and 100.

ROMAN NUMERALS TO TWELVE

1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX
10	X
11	XI
12	XII

ROMAN NUMERAL GRID



Circle 1, 5, 10, 50 and 100.

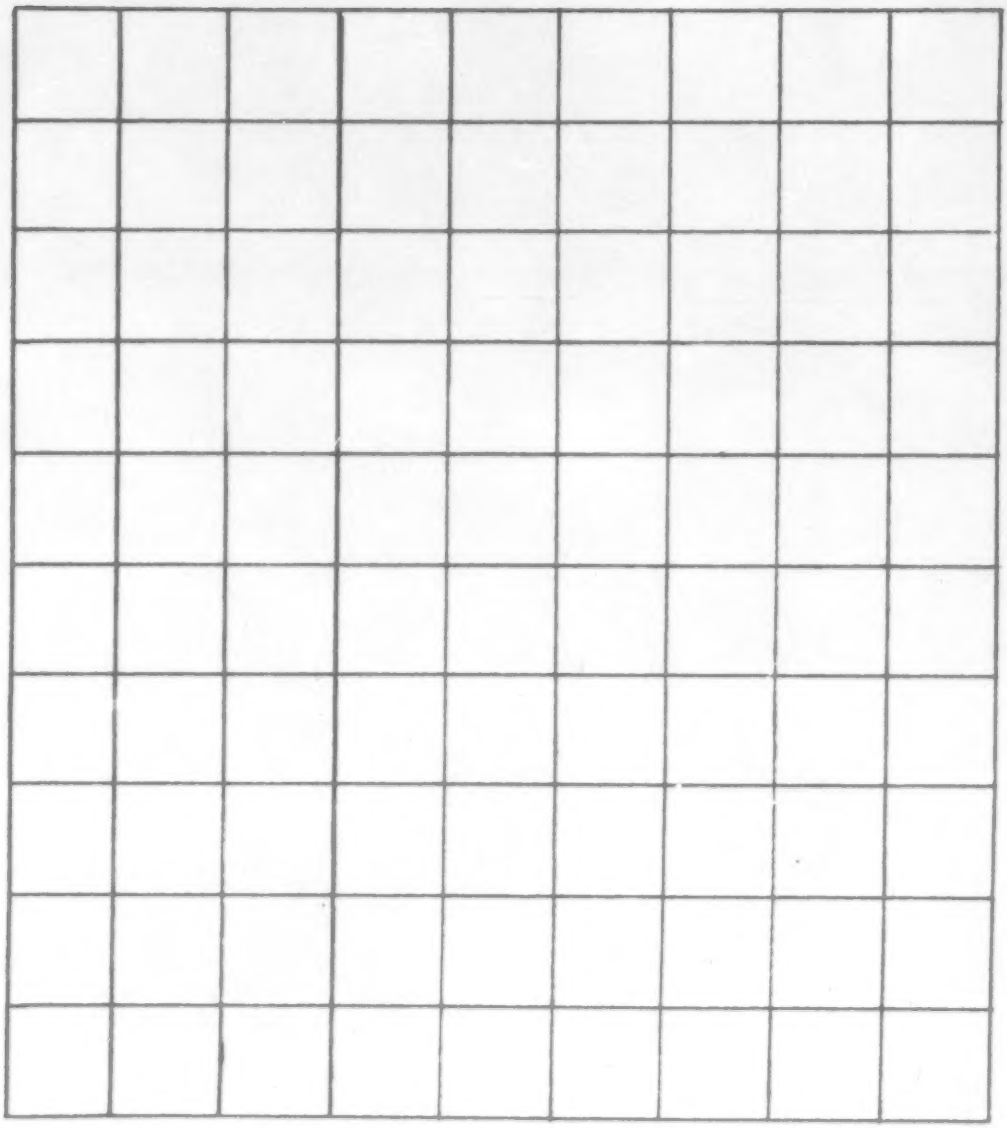
ROMAN NUMERALS TO ONE HUNDRED

I	V	X	L	C
1	5	10	50	100

IV 1 before 5	V 5	VI 1 after 5
IX 1 before 10	X 10	XI 1 after 10
XL 10 before 50	L 50	LX 10 after 50
XC 10 before 100	C 100	CX 10 after 100

POST-TEST

Use Roman numerals to number the grid from one to one hundred.



100 TOTAL
\- ____ NUMBER WRONG
____ % NUMBER RIGHT

ROMAN NUMERALS TO A MILLION

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

1	I				
2	II	20	XX	200	CC
3	III	30	XXX	300	CCC
4	IV	40	XL	400	CD
5	V	50	L	500	D
6	VI	60	LX	600	DC
7	VII	70	LXX	700	DCC
8	VIII	80	LXXX	800	DCCC
9	IX	90	XC	900	CM
10	X	100	C	1000	M
				100,000	$\bar{C}$
				500,000	$\bar{D}$
				1,000,000	$\bar{M}$

Write the following years:

1745 _____ 1750 _____
1845 _____ 1850 _____
1945 _____ 1950 _____

The year you were born _____.

The current year _____.

The year of America's Bicentennial _____.

CONFERENCE WORKSHEET

I. My Work

A. What is the best thing that's happened to you at school during the last month? _____

_____

B. List your subjects. Beside each subject write something you learned and enjoyed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. What examples of your work would you like to bring to your conference?

D. List some of your other daily activities. What do you like about these?

1. _____
2. _____
3. _____
4. _____

II. My Attitudes

A. I've improved the most in _____

because _____

_____

_____

_____.

B. I was surprised about myself in _____

because _____

_____

_____

_____.

C. I know that what I learned in _____

will be useful to me later because _____

_____

_____

_____.

D. To me parent conferences are _____

because _____

_____

_____

_____.

III. My Goals

A. Something I want to learn during the next month is _____

_____

_____

_____.

B. Something I can do to learn it is _____

_____

_____

_____.

C. Something the school can do to help me learn it is _____

_____

_____

_____.

D. Something my parent or parents can do to help me learn is ____

_____

_____

_____.

ACTIVITY IDEAS

Grade: Sixth
Content Area: Achievement Motivation

Discuss junior and seniors in high school and some of their activities and interests (e.g., sports, dating, planning for college, etc.). Have the students list at least three goals they would like to have accomplished by the time they are juniors in high school.

***

Discuss the word "goal." Explain how we all have goals we would like to achieve. Ask the students to think of some goals they would like to achieve within the next five years. If the equipment and funds are available, help the students produce a slide show called "Five Years of Their Ideas Are Role Played and Photographed."

***

Have the students complete this or a similar form to stimulate their thinking about goal setting and planning:

1. Please put a check under "I Am Now" and beside the characteristics that you think describe you.
2. Then go back and put an X under "I'd Like to Be" and beside those you'd like to be better in.

CHARACTERISTICS	I Am Now	I'd Like to Be
Honest		
Helpful		
Happy		
Friendly		
Considerate		
Cooperative		
Studies a lot		
Neat		
Responsible		
Cheerful		
Pleasant		
Takes turns		
Shares		
Works quietly		

Now look at the things you checked in the second column, choose two that you'd like to work on. List two things you could start doing right now to improve in these areas.

1._____ 2._____

100

***

Ask the students to imagine they can be placed in a machine that will change them into anything they want to be. They should think about physical, social, emotional and intellectual characteristics. Have them write stories describing the changes they would like to undergo. Then have them select from their stories those changes which could be converted to realistic goals. Have them write a few of these goals. Then have them write one action or thing they can do which will get them to each goal.

***

Tell students they will have two (imaginary) days to do anything they wish to do. Then have them draw or illustrate what they will choose to do in the morning, afternoon and evening of each day. When they have completed their imaginary days, have them look over their choices to see which things they could actually do if they rearranged their time in some way. The goal is to help them become aware of the control they can have over their choices and to be able to set and attain more goals.

***

Have the students each make and illustrate a New Year's resolution. Then have them think of one thing or first step on their papers also. Let them share the resolutions and first steps with each other. Then post them on a bulletin board. In a few weeks have a progress check. Have the students evaluate themselves and their progress by "grading" their own resolution papers:

S = Satisfactory progress
N = Needs to improve
I = Is improving
U = Unsatisfactory progress

***

Help students brainstorm all the different ways evaluation of progress takes place in public schools. Then allow them to rank those methods according to those they prefer. Discuss why they prefer their top three methods over the others. This information could prove very helpful to teachers in relating to students in communicating progress.

***

SELECTED SIXTH GRADE ACTIVITIES AND IDEAS

PROBLEM SOLVING

Problem-Solving
Goal B
P. I. 1, 2, 3
Grade 6

In 20 Years

Problem-Solving
Goal B: **Students will develop and incorporate the ability to anticipate and cope with change.**
Competency: Students will imagine what the world might be like in twenty years.

Performance Indicator(s): Students will be able to: 1) identify what their ages and the year will be in twenty years, 2) imagine and explain what their town and state may be like in twenty years, 3) imagine and explain what their country and the world may be like in twenty years.

Activity Objective

Students will imagine what their environment will be like in twenty years.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: drawing paper, crayons or paint
Educator's Preparation: be familiar with entire activity, write out fantasy trips

Directions:

Have students imagine they are going through a typical day 75 years ago. Help them to imagine by describing the country: no cars or highways, long skirts, horse and buggies, making food from scratch. Afterword, have them discuss (and list, if desired) the changes between then and now because of scientific achievements.

Now tell them that they will be imagining the future. Have them figure out what the year will be and their ages will be in 20 years. Imagine their town and their state. How will they change in 20 years? Imagine residents, businesses, government, laws, etc. Imagine their country and world. What changes will take place there? Help them to imagine by mentioning changes in transportation, clothing styles, housing, schools, the economic condition, the role of the United Nations, etc.

Following the fantasy trips, let them color or paint one of the scenes they imagined.

Evaluation: Students should be able to:
- tell what their ages and the year will be in 20 years
- explain what their town and state might be like in 20 years
- explain what their country and the world might be like in 20 years

(See Evaluation Form for In 20 Years.")

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Teacher_____ Date(s)_____

ACTIVITY EVALUATION FORM

In 20 Years

Problem Solving Goal B Grade 6

Students are able to:

1. tell what their ages and the year will be in 20 years
2. explain what their town and state might be like in 20 years
3. explain what their country and the world might be like in 20 years

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. ages	2. town and state	3. country and world
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: Sixth
Content Area: Problem Solving

Have the class compile a list of every person who helped them in any way during a given day. Stress the need to be able to give and receive help in order to work and learn.

***

Play Roadblock. Set up a problem and ask for solutions. When a solution is presented, the teacher blocks it and children must think of another. Tell students that this is what you are doing so they will not feel too frustrated.

Example:
Situation: "You are locked out of the house."
Solution: "I would call my neighbor."
Block: "Your neighbor is on vacation."
Solution: "I would break the window."
Block: "Your dad put in unbreakable windows last year."

This can raise the students' ability to tolerate frustration, and it can help him or her to think of a variety of solutions to a problem instead of just one.

***

Tell students that you are going to describe a situation. They are to raise their hands if they would ask someone for help with the situation, keep their hands lowered if they would try to solve it on their own, and fold their arms across their chests if they are not sure.

Situations:

1. You are making plans to see a movie but do not know what time it starts.
2. You do not understand how to do a particular math problem.
3. You are babysitting your little sister/brother and discover s/he has swallowed something.
4. You have been sent to the grocery store for a particular item and cannot find it.
5. Every morning at the bus stop there is one kid who consistently picks on you.
6. You come home from school, discover the house is locked, and you do not have a key.
7. You get on the wrong bus after school.
8. A friend of yours is stealing from other kids while they are in gym.
9. Your mother does not seem like herself and is doing things she has never done before. You are worried and your father is out of town.

***

Help establish the point that we ought to be clear about what we want out of life. Students are asked to construct two perfect days, and in the process they learn more about what they really love in life.

Tell the students to project themselves into the future, anytime from the next day to several years from where they are, and imagine two days that would be ideal for them. Each student is to imagine 48 hours of what for him or her would be the best possible use of that period of time. They can fantasize whatever they want; the only limit is the time of 48 hours.

Students are to write about their ideal two days. They are to write about where they would be, what they would be doing and who might be there. As much detail as possible should be given.

After the students have written about their two days, volunteers are asked to read their stories aloud or the class can be divided into small groups in which students share their ideal days.

Students may then be asked what they have learned or relearned about themselves from the activity. They may use sentence stems to share with the group one or more of their feelings. Students are not called on, but volunteer to speak.

I learned that I . . .
I relearned that I . . .
I noticed that I . . .
I discovered that I . . .
I realized that I . . .
I was surprised that I . . .
I was pleased that I . . .
I was displeased that I . . .

***

Use your math activities which present the concept of probabilities. Explain that this is a number expressing the likelihood of occurrence of a specific event. This kind of information can help us know when changes in our plans are needed or what events might be likely to happen in the future (e.g., earthquakes, volcano eruptions, floods, etc.)

***

Have students interview parents and grandparents about jobs that existed when they were young but no longer exist. Follow-up could be about existing jobs that may be obsolete in twenty years.

***

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding
Goal A
P.I.
Grade 6

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will understand what "stress" means and will describe methods of relaxation for handling stress.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal B
P.I.
Grade 6

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will compare their characteristics and abilities with others and will accept the differences.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

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Self-Understanding
Goal C
P.I.
Grade 6

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will understand how they can control desires rather than to allow desires to control them.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal A
P.I.
Grade6

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will discuss how communications skills improve their relationships with others.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade 6

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency: Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal C
P.I.
Grade 6

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: **Students will recognize the results of cooperativeness and the results of competitiveness.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 6

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: **Students will describe ways peers and adults interact.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade 6

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: **Students will describe the various methods of expressing opinions and beliefs.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal B
P.I.
Grade 6

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: **Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal A
P.I.
Grade 6

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: **Students will analyze ways they have control over themselves and their life styles.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal B
P.I.
Grade 6

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: **Students will analyze their own skills in compiling and integrating information.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal C
P.1.
Grade 6

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: **Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal A
P.I.
Grade 6

Rights and Responsibilities
Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: **Students will describe the legal rights and responsibilities of family members.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and Responsibilities
Goal B: ***(Learner)*** Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: **Students will describe the rights involved for a learner.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal C
P.1.
Grade 6

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: **Students will describe how the government uses tax money.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal D
P.I.
Grade 6

Rights and Responsibilities
Goal D: (Consumer) **Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.**
Competency: Students will discuss the influence that advertising has on consumers.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
F. I.
Grade 6

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will analyze the relationship between interests and producer satisfaction.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal A
P. I.
Grade 6

Valuing and Decision-Making
Goal A: **Students will develop and incorporate an understanding of how values affect their lives.**
Competency: Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on the decisions and goals.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision Making
Goal B
P. I.
Grade 6

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: **Students will discuss how gaining more information increases their alternatives.**
Performance Indicator(s):

Activity Objective

Activity

Total Time,
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal C
P. I.
Grade 6

Valuing and Decision-Making
Goal C: **Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.**
Competency: Students will generate and increase the alternatives to a specific decision by gaining more information about that decision.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. I.
Grade 6

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency: Students will predict five goals they would like to achieve within five years.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade 6

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe methods of evaluating progress and how these contribute toward task accomplishment.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal A
P. I.
Grade 6

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: **Students will analyze when to ask for help.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal B
P. I.
Grade 6

Problem-Solving
Goal B: **Students will develop and incorporate the ability to anticipate and cope with change.**
Competency: Students will imagine what the world might be like in twenty years.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

SIXTH GRADE GUIDANCE CURRICULUM GUIDE

AND PROGRESS REPORT

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 1	Students will understand what "stress" means and will describe methods of relaxation for handling stress.	Students are able to: 1. describe what stress means and indicate situations that might cause stress. 2. describe ways of handling stress. 3. describe and demonstrate methods of relaxation for handling stress.	Students are able to: 1. a) define in their own words what stress means (as pertaining to emotional stress) tension, feeling "up-tight," strain, etc. b) indicate two stressful situations. 2. a) describe three ways they and others handle stress (i.e., various methods of relaxation, switching to an unrelated activity, talking about it, taking the stress out on others through verbal or physical abuse, etc.). b) indicate that they recognize there are positive and negative ways of handling stress. 3. describe and demonstrate a method of relaxation (i.e., getting physically and mentally comfortable; breathing deeply and regularly (in through nose and out through mouth); tensing and then relaxing different muscle groups).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will compare their characteristics and abilities with others and will accept the differences.	Students are able to: 1. compare and contrast their characteristics and abilities with others. 2. explain how differences in characteristics and abilities contribute to easier and more interesting lives.	Students are able to: 1. base their comparisons upon three personal characteristics and abilities and those belonging to two other persons. 2. site three examples in their explanation of how others' characteristics and abilities allow them to: a) benefit from things they cannot do or do not understand how to do, and b) saves them time because they do not have to do everything themselves.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. demonstrate the ability to accept others' different characteristics and abilities.	3. describe one situation where they have demonstrated acceptance outside the school setting. * demonstrate observable behaviors (i.e., demonstrate that acceptance while in the school setting, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will understand how they can control desires rather than to allow desires to control them.	Students are able to: 1. provide examples of things they enjoy having or doing. 2. discuss why and when it is best to delay an immediate desire for a future desire.	Students are able to: 1. provide four examples of things they really enjoy having or doing. 2. include in their discussion two examples from the following three points: • delay can allow for better time and energy management (i.e., less time spent in anxiety, conservation of physical or fuel energy when planning occurs, etc.). • delay can allow for a greater gain (i.e., saving money to buy something of good quality rather than buying something that will not last as long, etc.). • delay should occur when something may interfere with physical or mental health (i.e., eating candy before dinner, postponing studying for a test, resulting in anxiety, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. provide examples of times when allowing immediate desires is all right and examples of times when delaying immediate desires is best.	3. a) provide one example of when allowing immediate desires to be fulfilled is all right (i.e., eating a lot of sweets on special occasions, buying a present for oneself as a planned reward, etc.). b) provide two examples of when delaying immediate desires would be best (i.e., eating balanced meals instead of eating snacks before meals, saving for a special object or activity instead of spending money immediately, doing homework immediately instead of putting it off until late evening, etc.). * demonstrate observable behaviors (i.e., indications of a beginning balance between allowing immediate desires to be fulfilled and delaying immediate desires for a greater gain later, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will discuss how communications skills improve their relationships with others.	Students are able to: 1. identify how communications skills help a relationship and how the lack of those skills hinders a relationship.	Students are able to: 1. a) identify six communications skills used in a helping relationship: • attentiveness • timing (knowing when to speak and when to listen) • listening for content (for clarification) • listening to remember • listening for feelings • speaking distinctly and with an adequate voice level • effective nonverbal responses. b) identify how four of these skills can help a relationship. c) identify how a lack of four skills can hinder a relationship.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the communications skills they have changed, expanded or added. 3. discuss how communications skills have improved their relationships with others.	2. trace their communication pattern from infancy through the 7th grade (i.e., crying, and non-verbal communications during infancy; learning to communicate with words and actions at age 2; pre-verbalization skills and beginning listening and speaking skills at ages 5 and 6, etc.). 3. base their discussion upon two situations where relationships have improved due to effective communication skills. * demonstrate observable behaviors (i.e., indications of a growing ability to use and expand their communications skills in order to improve their relationships with others at school, etc.).
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.	Students are able to: 1. describe a variety of factors that can cause changes in family relationships. 2. describe ways to deal effectively with changes in family relationships.	Students are able to: 1. describe three factors that could cause changes in family relationships (i.e., divorce, death, remarriage, adoption, older sibling leaves home, birth of sibling, relative moves in, etc.). 2. describe three ways of dealing effectively with changes in family relationships (i.e., gather reliable information about what feelings or processes are normal for change, assigning of new roles, welcoming new members, effort to cooperate with new members, acceptance of loss and dealing with grief, etc.). * demonstrate observable behaviors (i.e., if faced with a change in their family they exhibit a growing ability to deal effectively with that change; show more understanding to those persons they know in school who are undergoing family changes, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will recognize the results of cooperativeness and the results of competitiveness.	Students are able to: 1. describe some results of cooperativeness.	Students are able to: 1. a) review the meaning of cooperativeness (i.e., working together toward a common goal). b) describe two positive results of cooperativeness (e.g., tends to bring people closer together, can get a large task finished quicker, encourages positive feelings, etc.). c) describe one way that working together is sometimes not best (e.g., a person not learning because others are doing too much for him, each person doesn't stretch to his/her fullest potential, etc.).
		2. describe some results of competitiveness.	2. a) describe competitiveness as contending with others for profit, prize, or position; a contest. b) describe two positive results of competitiveness (e.g., winner feels important, persons are motivated to try in order to win, individual products become better in quality and/or less in price as manufacturers compete, etc.). c) describe one reason why competitiveness is sometimes not best (e.g., losers feel like failures, it takes longer to finish a large task, etc.).
		3. provide examples of their cooperativeness and competitiveness and describe the results that occurred.	3. a) provide two example situations of their cooperativeness and the results of that cooperativeness. b) provide two example situations of their competitiveness and the results of that competitiveness.
			* demonstrate observable behaviors (i.e., show a growing ability to distinguish the appropriate times to use cooperation and competition, demonstrat a caring attitude during competitive situations, etc

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will describe ways peers and adults interact.	Students are able to: 1. describe ways peers and adults act with each other in the home. 2. describe ways peers and adults act with each other at school. 3. describe ways peers and adults act with each other in the community.	Students are able to: 1. a) describe one way peers and adults act with each other in the home (i.e., parent/child work together, parent/child argument, parent/child plays together, etc.). b) speculate one reason why they act that way. 2. a) describe two ways peers and adults act with each other at school (teacher/student in the classroom, coach/student at sports practice, teacher/student confrontation, etc.). b) speculate one reason why they act that way. 3. a) describe one way peers and adult act with each other in the community (i.e., Boy Scout leader/scout, storekeeper/consumer, religious leader/student, etc.). b) speculate one reason why they act that way. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they intereact with various adults, show a growing ability to realize why they act the way they do with various adults, etc.).

SIXTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe the various methods of expressing opinions and beliefs.	Students are able to: 1. describe ways to verbally express opinions and beliefs.	Students are able to: 1. a) recognize that opinions and beliefs can be expressed in closed-ended statements (leaving no room for discussion from others) and open-ended statements (allowing others to express themselves also). b) describe two situations when people can verbally express opinions and beliefs (i.e., stating their opinions or beliefs in conversation with friends, in public speaking situations, during interviews, during classroom situations, etc.).
		2. describe ways to nonverbally express opinions and beliefs.	2. describe two ways to nonverbally express opinions and beliefs (i.e., facial expressions, hand gestures, touching others such as handshake or hitting, nodding the head, etc.).
		3. describe ways to express opinions and beliefs in written form.	3. describe two ways to express opinions and beliefs in written form (i.e., writing their feelings concerning their opinions or beliefs in letters, poetry or prose, books, newspapers, magazines, class projects or term papers, etc.). * demonstrate observable behaviors (i.e., demonstrate a growing ability to express opinions and beliefs verbally, nonverbally and in written form, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.	Students are able to: 1. identify situations when using assertive behavior is difficult for them. 2. describe and demonstrate several methods they can use to relax. 3. discuss how relaxation can help prepare them to be assertive in difficult situations.	Students are able to: 1. identify two situations when using assertive behavior is difficult for them (i.e., telling a friend that they did not like something that was done, telling a teacher they feel that the grade on their paper is unfair, explaining to a parent about their feelings, etc.). 2. describe and demonstrate three relaxation techniques • deep breathing • tension/relaxation of muscles • use of guided imagery 3. a) discuss how deep breathing can help them (i.e., increased oxygen relaxes their muscles and reduces anxiety). b) discuss how tension/relaxation techniques can help them (i.e., develop awareness of what tension feels like and can concentrate on relaxing those muscles that are tense during anxiety situations, etc.). c) discuss how guided imagery can help them (i.e., enables them to "visualize" and prepare themselves beforehand for possible consequences and how they desire to respond; must have a controlled script for preparation to avoid escalating anxiety; etc.). * demonstrate observable behaviors (i.e., use deep breathing to relax their bodies, use tension/relaxation exercises to relax their bodies, use controlled guided imagery as a means of preparing for tense situations, demonstrate a growing ability to use assertive behavior when appropriate and safe for them to do so, etc.).

SIXTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze ways they have control over themselves and their life styles.	Students are able to:
	1. explain how they have control over their roles, their environment, and the events in their lives.	1. a) explain one example each of how they control their leisure roles, consumer roles, producer roles, learner roles, and individual (physical and mental health) roles. b) explain one means in which they control their environment (not littering, cleaning own room, landscaping, etc.). c) explain one way that they control the events in their lives (i.e., deciding to take appropriate or desired risks, concerning relationships, education, jobs, etc.).
	2. provide examples of how they have exerted control over themselves.	2. provide three examples of how they have exerted control over themselves (i.e., dieting, controlling anger, choosing one job over another, deciding to finish homework instead of watching television, etc.).
	3. analyze how they have influenced their life styles.	3. a) identify their family's life style. b) identify their life style; indicate if it is the same or different. c) include in their analysis two major goals and/or decisions that influence their life style (i.e., decision to finish high school, decision to be physically attractive, decision to make others happy, etc.).
		* demonstrate observable behaviors (i.e., demonstrate a growing recognition of their own life style and how they reinforce that life style, indicate by their actions if they desire to keep their present life style and why they feel the way they do, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze their own skills in compiling and integrating information.	Students are able to: 1. describe the skills that are involved in compiling and integrating information. 2. provide examples of situations when they compiled and integrated new information. 3. analyze their own skills in compiling and integrating information.	Students are able to: 1. describe four of the following example skills used in compiling and integrating information: • listening • reading • writing • understanding alphabetical order • understanding the decimal system • remembering • outlining and organizing resources 2. provide two examples of situations when they have compiled and integrated new information (i.e., researching and finishing a school project, learning and accomplishing a leisure activity, meeting and becoming acquainted with new people, etc.). 3. include the following in their analysis: • those skills that they use in compiling and integrating information that work well for them • those skills they use that need improvement • those skills that they need to learn and practice (use the examples from #1 as a comparative reference). * demonstrate observable behaviors (i.e., demonstrate the growing ability to use the following skills as a means of compiling and integrating information: listening. reading, taking notes-writing, understanding alphabetical order, understanding the library decimal system, remembering, outlining and organizing resources, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.	Students are able to: 1. provide examples of groups with common characteristics. 2. evaluate the ways that these groups are stereotyped. 3. discuss how these stereotypes may have been started.	Students are able to: 1. provide two examples of groups with common characteristics based on such things as sex, physical appearances or abilities, race, religion, age, etc. 2. using the examples in #1, include in their evaluation: • the prevalence of the stereotype • the accuracy of the stereotype • if these stereotypes receive support within and/or outside of the group. 3. using the examples from #1, discuss the possible beginning basis for these stereotypes. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what groups in society tend to be stereotyped, etc.)
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will describe the legal rights and responsibilities of family members.	Students are able to: 1. describe laws which relate to the rights and responsibilities of family members. 2. describe some possible consequences when legal responsibilities are not met.	Students are able to: 1. a) describe the law relating to child abuse and neglect (Georgia Code 74-111, 1977). b) describe the law relating to child labor. c) describe the law relating to compulsory education. d) describe how all family members are citizens entitled to protection under the law. 2. describe three possible consequences when legal responsibilities are not met (i.e., welfare of the child is the first consideration: family therapy, placement in a foster home, group sessions, imprisonment if necessary, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some consequences when legal responsibilities are met.	3. describe two possible consequences when legal responsibilities are met (i.e., family members tend to feel more worthwhile and confident, family tasks can be accomplished in a more productive manner, family members are better able to care for and work with those around them, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe the rights involved for a learner.	Students are able to: 1. identify a variety of learner rights. 2. discuss why a knowledge of these rights is beneficial. 3. describe how the rights of learners apply in their lives.	Students are able to: 1. a) list three learner rights (i.e., right to a free public education, right to be respected for individual learning differences, right to help if they do not understand a concept, right to competent advisement, etc.). b) recognize that learner rights are supported by law (refer to national and state laws relating to learner rights for children). 2. discuss one reason why a knowledge of these rights is beneficial (i.e., recognition of when their rights are not being met; knowledge of where they stand concerning what services they should be getting; etc.). 3. a) describe two rights of learners (see #1a for examples) b) describe how these two rights apply in their lives, particularly in the school setting.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe how the government uses tax money.	Students are able to: 1. discuss that tax monies are necessary to pay for the running of our government, its agencies, and its programs. 2. describe how the state government uses tax money. 3. describe how the federal government uses tax money, including the social security tax.	Students are able to: 1. a) discuss one way that tax monies are used to run our government (i.e., to pay salaries, to pay for paper and supplies, to pay for upkeep of buildings, etc.) b) discuss one way that tax monies are used to pay for governmental agencies (i.e., salaries and support for HUD, the state utilities commission, county welfare offices, etc.) c) discuss one way that tax monies pay for governmental programs (i.e., federal and state educational grants, medicare, social security, etc.). 2. describe three ways their state government uses tax money (i.e., welfare checks, aid for payment of utilities for the elderly and poor, educational grants, salaries for governmental workers, etc.). 3. describe four ways the federal government uses tax money (i.e., to supplement social security payments, salaries for governmental workers, educational grants, medicare, armaments and military forces, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss the influence that advertising has on consumers.	Students are able to: 1. describe various means of advertising. 2. describe the influences and effects that advertising has on consumers.	Students are able to: 1. a) describe three forms of media where advertising occurs (i.e., television, radio, magazines, newspapers, etc.). b) describe four of the following six techniques that advertising frequently uses: • exaggeration • repetition • partial truth • unreliable information • selling a by-product such as love, youth, power, success, popularity, attractiveness, wealth, etc. c) describe five of the following seven appeals (kinds of delivery) that advertising may use: • speaker as friend • speaker as fellow sufferer • speaker as advisor • speaker as hero • fast talking of speaker • sense of humor of speaker • the sex of the speaker d) describe two commercials or other forms of advertising that are aimed for their age group. 2. describe two influences or effects that advertising has on consumers (i.e., encourages them to desire the product being advertised, allows them more exposure to different brands or new products and services, allows them to compare similar items or services, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)*	3. discuss why it is important for a consumer to know of the influences and effects of advertising.	3. include the two following reasons in their discussion: • consumers will be more perceptive concerning the quality of the service or product and the honesty of the advertisement • consumers will be more perceptive of their motives for buying a product or service (need, personal desire or influence from advertising).
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will analyze the relationship between interests and producer satisfaction.	Students are able to: 1. describe a variety of clusters of producer roles and the interests that could be involved with those clusters.	Students are able to: 1. a) describe four divisions and two clusters for each division: • service groups--consumer education, personnel services, public services, etc. • business group--manufacturing, transportation, construction, etc. • science group--health, agri-business, resources, marine science, etc. • communications group--media, fine arts, humanities, etc. * Reference for concept clarification: U.S.O.E. Classification System chart. b) choose one cluster for each division and describe the interests that might correlate with that cluster (i.e., construction/interest in machines; media/interest in people; personnel services/interest in doing for others; etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain why certain interests might go with one cluster and not with another. 3. analyze the relationship between interests and producer satisfaction.	2. include in their explanation two examples of how specific interests would be useful in certain jobs and not in others (i.e., an interest in working with their hands is useful in construction work, but not necessarily in consumer education, etc.). 3. include the following in their analysis: • a description of producer satisfaction—a feeling of pleasure or contentment from making or doing something • an evaluation of the consequences of interests not matching job choice • an evaluation of the consequences of interests matching job choice. * demonstrate observable behaviors (i.e., exhibit appreciation of the relationship between their interests and present producer roles, demonstrate recognition responses or indicate upon request how their interests could influence future producer roles, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.	Students are able to: 1. define attitude. 2. define belief.	Students are able to: 1. define attitude as a mood or feeling toward something, usually in positive or negative terms. 2. define belief as a very strong mood or feeling toward something, usually in positive or negative terms.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
		3. describe the effects attitudes and beliefs have on their ability to decide and to set goals.	3. a) describe how attitudes affect their ability to decide more than having no opinion at all b) describe how beliefs affect their ability to decide more than attitudes c) discuss one way their values contribute toward their goal decisions (i.e., a goal becomes something that is important to them, something they value; the feelings, interests, and capabilities that influence goal setting or hold value for them; etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will discuss how gaining more information increases their alternatives.	Students are able to: 1. explain the effects that gathering information has on their alternatives for a decision. 2. explain methods of gathering information about a decision.	Students are able to: 1. include in their explanation that gathering information about a decision • increases their number of alternatives • aids in more complete knowledge about alternatives for better evaluation concerning risks and consequences. 2. include in their explanation three examples such as: • their own past experiences • listening to others tell about their past experiences and ideas • reading (i.e., reference materials, related books, etc.) • observation of others dealing with similar problems. * demonstrate observable behaviors (i.e., exhibit a willingness to learn about gathering information in order to make decisions, shows a beginning desire to have many alternatives before making a decision, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will generate and increase the alternatives to a specific decision by gaining more information about the decision.	Students are able to: 1. discuss the value of having as many alternatives as possible to choose from while making a decision. 2. explain the methods they can use to generate alternatives. 3. compare the alternatives to a decision before gathering information and after gathering information about that decision.	Students are able to: 1. discuss how having a large number of alternatives: • encourages a close look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the range of consequences. 2. include in their explanation two examples (i.e., brainstorming, using alternatives generated for similar past decisions, getting opinions from others, etc.). 3. *a) select a specific decision to be made *b) generate alternatives immediately using the methods from #2 *c) gather a variety of information about the decision to be made *d) generate alternatives again *e) compare their ability to generate and assess alternatives before gathering information and after gathering information (i.e., more alternatives, better quality alternatives, more complete knowledge concerning risks and consequences, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner Citizen, Consumer, Producer Goal: A Obj: 2	Students will predict five goals they would like to achieve within five years.	Students are able to: 1. define goal, immediate goal, and long-range goal. 2. predict several goals for the future. 3. choose five goals they would like to achieve within five years.	Students are able to: 1. a) review the meaning of goal as something they aim for and strive to achieve; something desired b) define immediate goal as a goal they expect of desire to achieve in the very near future (i.e., within hours, days, months) c) define long-range goal as a long-term goal they are striving for in the distant future (i.e., years). 2. brainstorm and predict ten goals (both immediate and future goals). 3. *choose five goals they would like to achieve within five years.
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze when to ask for help.	Students are able to: 1. describe those signs that occur when a problem ceases to be a challenge and becomes an obstacle.	Students are able to: 1. describe two signs that occur when a problem ceases to be a challenge and becomes an obstacle (i.e., it becomes impossible to think of any alternatives that are acceptable; there is a lack of information necessary for solving the problem; anxiety over the problem interferes with work and relationships, physical symptoms of stress occur such as stomach ache, headache, nail biting, . . . lack of concentration; etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss when the timing is appropriate to ask for help.	2. include the following points in their discussion: • appropriate timing refers to what time of day they should ask for help • the differences in appropriate timing for family members who live with them and professionals who have office hours • the severity of the problem or reactions to the problem determine if the time to ask for help is appropriate or not (e.g., severe pain warrants calling the doctor at night, a minor cold does not).
		3. imagine a problem they might encounter and analyze when they should ask for help.	3. a) imagine a specific problem that <u>might</u> be an obstacle for them. b) analyze when they should ask for help based on the following: • warning signs indicating the problem is or has the potential for being too difficult • the appropriate time to ask for help depending on the severity of the problem or reactions to that problem
			* demonstrate observable behaviors (i.e., demonstrate that they are developing a greater ability in knowing when to ask for help, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will imagine what the world might be like in twenty years.	Students are able to: 1. identify what their ages and the year will be in twenty years. 2. imagine and explain what their town and state may be like in twenty years. 3. imagine and explain what their country and the world may be like in twenty years.	Students are able to: 1. tell what their ages and the year will be in twenty years. 2. include in their explanation a description of • their town: its residents, businesses, buildings, and schools • their state: its government and laws. 3. include in their explanation a description of • their country: its government, laws, and economic condition • the world: the relationships of different countries, the condition of the economics, the role of the United Nations. * demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project their world into the future, etc.).

Grade 6

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Understand what stress means; describe methods of relaxation				
	Compare own characteristics & abilities with others; accept the differences				
	Understand how to control desires rather than allowing desires to control him/her				
Interpersonal Relations	Discuss how communications skills improve his/her relationships				
	Recognize situations causing change in families; describe ways to deal with the new relationships				
	Recognize results of cooperativeness & competitiveness				
	Describe ways peers & adults interact				
Expressing Ideas	Describe methods of expressing opinions & beliefs				
	Develop relaxation techniques to prepare for assertive situations				
Gathering & Processing Information	Analyze how he/she has control over self and his/her lifestyle				
	Analyze personal skills in compiling and integrating information				
	Evaluate the ways certain groups are stereotyped				
Rights & Responsibilities	Describe legal rights & responsibilities of family members				
	Describe the rights involved for a learner				
	Describe how the government uses tax money				
	Discuss the influence advertising has on consumers				
	Analyze relationships between interests and producer-satisfaction				
Valuing & Decision Making	Define attitudes & beliefs and their effects on decisions & goals				
	Demonstrate how gaining information increases alternatives				
	Consider the consequences of alternatives to a specific decision				
Achievement Motivation	Predict 5 goals he/she wants to achieve in 5 years				
	Describe methods of evaluating progress & how it contributes toward task accomplishment				
Problem Solving	Analyze when to ask for help				
	Predict what the world will be like in 20 years				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE SIX

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.